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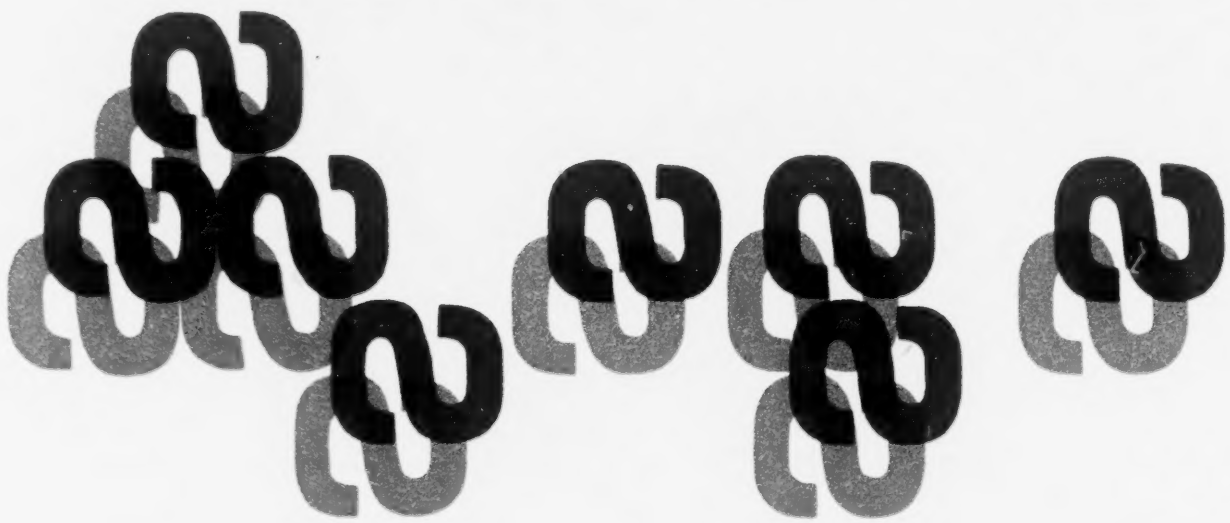
ABSTRACT

One of a series, this publication contains forty articles on educational change taking place in Kentucky elementary schools in the areas of school organization, educational practices, experimental projects and programs, and philosophies. A brief description of this series is given in SO 002 584. The publication, covering a wide range of educational interests, is arranged into five major sections: organizing for instruction, changing content and methods, involving people who care, meeting special needs, and enriching and strengthening programs. A related document is SO 002 584. (SJM)

ED 067310

New Directions
New Dimensions

Elementary Programs in Kentucky



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New Directions
New Dimensions

Elementary Programs in Kentucky

Office of Curriculum Development
Bureau of Instruction
Kentucky Department of Education
June 1970

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Foreword

Wendell P. Butler

Superintendent of Public Instruction

The *New Directions: New Dimensions* series is unique in one important aspect: It serves as a medium through which Kentucky school people may talk to each other about programs and projects they are experimenting with at the district or school level. Since the series began in 1967, many changes have taken place in our schools and in the larger society beyond the schools. Far too many of the societal changes have been unplanned and unwelcome; in fact, many have resulted from a lack of adequate planning in years past. In contrast, most of the changes in the schools have been planned and implemented with great care.

It is our sincere hope that each reader will find something in these pages to encourage him about the future of education in Kentucky. If he finds also a challenge to greater excellence in his own situation, this will indeed be a bonus.

Preface

Don C. Bale

Assistant Superintendent for Instruction

If there is any mandate which society has thrust upon public education for the decade which has just begun, it is a mandate to make the schools truly responsive to the varying and increasingly urgent demands of life in a highly technological age. Like the society we serve, we in education do not always make wholly effective responses, but that we are attempting to find correct answers to pressing questions and practical solutions to problems is evident on all fronts.

It is the privilege and pleasure of the Bureau of Instruction to offer this evidence of our efforts to respond in meaningful and humane ways to the growing complexities which characterize our time. We are acutely aware that there are many significant programs in Kentucky which are not described in this publication. However, each school system and each individual school in the state has been given the opportunity to share its experiences through the *New Directions: New Dimensions* series. Many other programs are described in another new number in this series — *New Directions: New Dimensions - Secondary Education in Kentucky.*

References to materials and programs in this publication should not be construed as value judgments or recommendations by the State Department of Education.

Acknowledgments

Martha Ellison

Coordinator,
Curriculum Development

We are indeed grateful to many people who have given their time and talents to this number in the *New Directions: New Dimensions* series.

To Mrs. Mary Marshall, Director of the Division of Information and Publications for the Department of Education, and to Stephen Hall, the staff artist who conceptualized and executed the cover and graphic design of this booklet, we are particularly indebted.

To Mr. D. C. Anderson, Director of the Division of Elementary and Secondary Education. and to his staff of supervisors and consultants, we owe much for their help in identifying outstanding programs throughout Kentucky. Mrs. Wilma Scruggs, Office of Curriculum Development, has effectively and efficiently managed the detail work, the manuscripts, and necessary communications for the entire series.

Most especially, however, we are aware of and grateful for the major contribution of those of you, in the schools of Kentucky, who have dared to experiment and to share the results of your experiences with other school people. To all of you, many thanks.

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Schools of Tomorrow: A Cautious Prophecy

Martha Ellison

Once upon a time, back when the world was young—when our penetration into outer space was vicariously accomplished through Buck Rogers and our noble savage instincts were sated by Jane and Tarzan's primitive capers—once upon a time, life was placid, simple, and seemingly secure. Stability seemed to engulf us in our daily lives and in the institutions that shaped those lives. If opportunities were somewhat limited, so were threats and challenges. There was balance, stasis, and a comfortable degree of inertia. And then suddenly, as if all of the pent-up momentum of centuries of restlessness had been waiting for release, the balance was upset, the stasis became kinesis, and the inertia was replaced by a kind of frantic animation.

Philosophers and historians began to speak of the change—and of the change in the rate of change—as the fourth great revolution in the history of mankind. Growing out of that revolution were drastic alterations in our daily lives. Institutions, by nature grounded on bodies of traditions dearly held and jealously preserved, found that increasingly large numbers of those whom they served no longer wanted their services. Once upon a time, when the world was young, people had fitted themselves into institutions. Now, incredibly, institutions were being asked to fit themselves to people.

Chief among these institutions was, of course, free public education, called by many the greatest contribution of this nation to the progress of mankind toward wherever it is we are going. In the schools, guardians of the status quo—of institutional integrity and sacredness—are still among us. But their numbers are shrinking significantly. Less and less we hear from thoughtful people, "If the kids don't like it, why don't they get out and see

how hard life is without an education." And more and more, "We must be responsive to the times; we have to find ways of meeting the unmet and changing needs of youngsters and of the larger society beyond." And more and more we are following up our words with actions.

Because there is a sense of urgency goading us on; because we can't freeze children at pre-school age until we find all of the "right" answers; because we are mere mortals and by nature fallible, we make mistakes. Like those of the laboratory scientist, our mistakes come more rapidly and are more instantly visible than our successes. And as it happens in the laboratory, sometimes even our mistakes lead us into new and productive areas of experimentation. Sometimes we find out something we didn't know we wanted to know. And so we keep looking for certain answers: How do children learn? Why do children fail? What is worth knowing? How do we know when one "knows?" How do we teach the unteachable, reach the unreachable, love the unloveable? What kind of learning can prepare students for a lifetime of constant reorientation and adjustment to changing conditions? How can we create a zest for ambiguity and find security in insecurity? "Dare the schools shape a new society?" If so, what kind of society? What is the exact relationship between the quality of education and the quality of life? Can education be ecstasy? Must we eliminate all failure —or is a little failure a healthy thing in life-preparation? How can we extend the school program to bring into play and cultivate more of the many aspects of human intelligence? Are there identifiable strategies which characterize masterful teachers? Can we isolate and teach these strategies to all teachers?

Most of these are questions that most of us admit are as yet unsatisfactorily or only partially answered. We will be seeking answers with new intensity during the decade to come—and the answers will determine, in a large way, the shape of education in the 80's, the 90's and perhaps even into the year 2000.

Because rushing in where angels fear to tread is by now a deeply ingrained personal habit of mine, let me make some guesstimates about the current trends that seem most likely to become firmly established by the next decade.

from the end of the limb . . .

After having had to work our way through this critical period in which we are becoming accustomed to public demands for accountability—to being asked to justify the vast expenditures now going toward public education—we will have found systematic ways to measure our success in meeting the goals of education. I do not think the basic goals will have changed, but if

we are to survive as an institution, we will have sharpened the goals and learned to express them in terms of measurable and observable products.

We have already begun to refine goals related to skills; we are becoming more precise in describing discrete skills and in prescribing for the sequential development of them. Now conceptual goals are receiving the attention of many of our finest scholars and researchers. The goals related to attitudes and values—by nature harder to define and more elusive—will be the central focus in the years to come. The behaviorists tell us now, "If you can tell us what it is you want measured, we will find a way to measure it."

What we want is to turn out educational products—human beings—whose command of skills goes beyond the "three r's" to embrace the skills needed to function harmoniously, happily, and *humanely* in an increasingly complex environment. I suppose we could call these the "three h's." We want to contribute to the total *quality* of life that extra large proportion that we believe education has the potential to offer. If we fail to show ourselves accountable—to prove our productivity—education in the 80's will be assigned to those portions of our society which *can* show, via sophisticated systems, that goals are being met and products are living up to expectations.

When and if we can cease our defensiveness, admit shortcomings, begin to utilize the findings and research of all the behavioral sciences, and show ourselves truly accountable, larger and larger portions of public monies will be assigned to an educational system that provides meaningfully for all, literally from the cradle to the grave. The public school experience will be longer rather than shorter, but it will be more realistically designed and implemented. Two forces—increased longevity, which has the effect of making people useful for a longer period of time, and automation, which eliminates many roles and tasks we have considered vital in past generations—will cause us to extend periods of training into later and later years and will, in addition, give us cause to provide continuing re-education to help our people make necessary adjustments to changes in vocations and professions.

mods and pods . . .

School designs in the 70's are already giving some hints of the kinds of physical structures we can expect in the decades to come. Climate control will be commonplace. Rather than classrooms, schools will have many learning centers equipped with all sorts of paraphernalia to support many types of learning activities. Movement in and out of the centers will be constant but nondisturbing, as acoustically we will be able to control and

focus noise within vast open structures. Relaxing furniture, carpeting, and space will contribute to a degree of physical comfort our forefathers would have considered downright sinful. Schools will be equipped with year-round swimming pools and gymnasiums designed for a total program of recreation and physical education. As students are provided higher degrees of comfort, so will teachers and other staff members find their own working conditions vastly enhanced. With a greater necessity for staff interaction and constant planning—and with a smaller portion of each teacher's time devoted to actual teaching—work, study, and conference spaces will be provided and readily accessible.

The flexible modular schedule now being implemented in many of our schools will have been refined and expanded to the open-school concept at the upper educational levels. Students, even in the younger years, will find the pressures of time less demanding upon them as, working toward individual goals they have set for themselves, they will be allowed to pursue those goals according to self-designed schedules. In their pursuit, they will be limited not to a single classroom or pod but to whatever space within the school or community can be most profitably utilized in their study. Responsible decision-making will have been identified as a skill for early development, so that self-programming regarding projects, time, and space will begin for most children many years before they reach what we now think of as decision-making stages.

The current philosophical conflict between self-containment and departmentalization will be resolved in favor of self-containment, but the "containment" will be within larger and more fluid spaces, within which the child comes under the influence of many adults rather than a single teacher.

Mark Hopkins revisited

Staffing the schools of the future will necessitate the creation of many roles we have not yet even defined; in turn, new roles will bring about drastic changes in teacher education. According to a 1968 projection, only 2.4 million new teaching jobs will be available between the years 1968 and 1980. During that same period, the nation will have trained 4.2 million teachers—an oversupply of 75 percent. The fear that teachers will have less bargaining power as the supply becomes adequate and then overly abundant may be justified, but the promises within the same statistics are numerous. First, we can begin, on the basis of teacher supply, to reduce pupil-teacher ratios dramatically. Second, we can become more selective in admissions to teacher training programs. Third, we can extend the apprentice or teacher intern program to give young teachers additional years in which to test and develop their skills in real but less difficult

school situations. Hardly any thinking person will deny that we lose many potentially good teachers because they don't survive the rigors and trials of the first year. Now we should consider those first few years of teaching as years for additional "learning" how to teach—of tempering rather than a baptism of fire.

We will, I believe, move rapidly toward differentiated staffing in which the financial rewards of teaching are more realistically tied to talent, responsibility, and role demands. Such staffing will enable master teachers to stay within the teaching field and yet advance to levels as prestigious and lucrative as levels in administration. A number of new staff positions, all closely related to the instructional process, will become common. Non-certified business managers will take over the nuts and bolts operations, and we will see in school units high level leaders whose sole responsibility is the instructional program. In addition, resource people—in the subject areas, in diagnosis, in learning disabilities, in exceptionality, in media, in research, and in curriculum development—will be available in all schools to work closely with teaching staffs who will have much more time within the school day for interaction and cooperative planning with specialists.

Teachers, too, will become specialists regarding smaller portions of the school program. As doctors are now trained, each new teacher will have had the same broad educational background, an internship during which he becomes familiar with the entire school program, and finally, a long period of training during which he can develop depth expertise for a role he has identified as particularly suitable for his own talents and interests. Accordingly, teachers may specialize in such areas as skills development, conceptual development, or attitudinal development, or they may become experts in inquiry teaching, in directing independent study, or in large group presentation in a certain field or discipline. As the teacher supply becomes increasingly abundant, more and more teachers will go into the now undersupplied fields, such as special education and education for the disadvantaged.

Counseling staffs will be expanded to provide smaller ratios of students to counselor and to fill more precisely the various roles, many of them incompatible, that are now included in the single counseling position. Resource centers will be manned by specialists in the various media: books, models, realia, electronic devices, learning packages, programmed materials, etc. Principals, who may indeed find another title to describe more aptly their instructional roles, will be assisted by a staff of learning coordinators, curriculum consultants, directors of paraprofessionals, data processors, and co-curricular directors. In addition, the fortunate ones will have on staff full-time members to serve as community liaisons, whose task will be to

fully utilize community resources and to identify and develop an extensive range of services which the school can offer the community in return.

Staffing patterns will enable the implementation of new methods of instruction. For those students who need much individual help over a continuing period of time, that help will be available. For students who need a minimal amount of outer direction, learning counselors will be available. Segments of the curriculum which can be sequentially programmed will be offered to individual students when the learning diagnostician has determined that they have mastered previous learnings and are ready for subsequent steps. Dependence upon peer group instruction, or upon children teaching children, will be far greater.

Storage and retrieval methods will have reached the stage wherein pupils and teachers can instantaneously put their hands upon a variety of materials and media adaptable to each pupil's individual learning style. We will be more sensitive to and adept at identifying learning styles and will offer opportunities for the development of a repertoire of "ways of knowing" for each child. Multisensory learning experiences will be more plentiful at all levels.

content changes

With organization of the curriculum around bodies of concepts rather than factual content, new topics will appear and many old subject areas will be redefined and sharpened. Certain pervasive themes will constitute "courses of study," which will depend upon no single discipline but will instead make use of relevant materials from several fields of endeavor. Such themes as environmental control and preservation will draw upon such seemingly divergent viewpoints as those of artists, engineers, biologists, mathematicians, sociologists, and architects. Learning will be less compartmentalized–with less emphasis on the discrete disciplines and greater emphasis upon *problems* to which many disciplines contribute partial solutions.

The humanities will have become a thread interlaced throughout the curriculum, the goal being to avoid the fragmentation of our total culture into two distinct segments–art and science. Emphasis throughout the curriculum will be upon the totality of human experience, the interrelatedness of all man's quests, and the integral naure of existence. Short-term exploratory courses will give students opportunities to develop a multitude of interests and a variety of responses. The focus will be upon developing multi-dimensional human beings with greater awareness of and tolerance for diversity.

Along with the emphasis on the skills of literacy, which gave impetus to the creation of the public school, will be emphases on oracy–the skills

The following quotes have been omitted for reproduction purposes:

"News," Nation's Schools, 85.3 (March 1970), p. 109.

Charles E. Silberman, "How the public schools kill dreams and mutilate minds," Atlantic, (June 1970), p. 83.

Kenneth B. Clark, "Alternative Schools," High School 1980, Alvin C. Eurich, ed. (New York: The Pitman Publishing Corp., 1970), p. 101.

Neil Postman, "The Reformed English Curriculum," High School 1980, Alvin C. Eurich, ed., (New York: The Pitman Publishing Corp., 1970), p. 101

Leonard Ernst, "New minds for old: Can chemicals stimulate learning capacity?" Nations Schools, 85:2 (February 1970), p. 56.

George B. Leonard, Education and Ecstasy (New York: Dell Publishing Company, 1968, pp. 51-52.

Glorianne and Simon Wittes, "A Study of Interracial Conflict, " American Education, 6:5 (June 1970), p.8.

John Holt, How Children Learn (New York: Pitman Publishing Corp., 1967), p. 135.

Organizing for Instruction

Nongraded Middle School in Henderson

James E. Guess

The Henderson County Nongraded Middle School is located at 1707 Second Street, Henderson, Kentucky. The building is a traditional construction which previously housed the high school students of Henderson County.

The Middle School for the seventh and eighth year students from the entire county is organized on a nongraded basis, utilizing a twenty minute flexible modular schedule. The enrollment of the school is in excess of nine hundred students, with four distinct numerical divisions. These four groups are labeled Alpha, Beta, Gamma and Delta. Each group has approximately 25 students and any grouping of students is done within these four divisions. Students are assigned to a team of seven teachers in the basic subject matter areas of science, social studies, math and language arts.

Our curriculum is based on meeting the needs of students and also enriching their educational growth through the optional study area selection. This program of study consists of French, art, industrial arts, typing, band, and choral music.

The Middle School staff consists of a principal and four curriculum coordinators who function as coordinator and teacher. The coordinators' responsibilities, aside from teaching, are assisting the principal in administrative work, coordinating the curriculum of their specific departments, and supervising the instructional team to see that student needs are met.

The faculty consists of seven team members in the four subject matter departments, with the exception of language arts. In this department,

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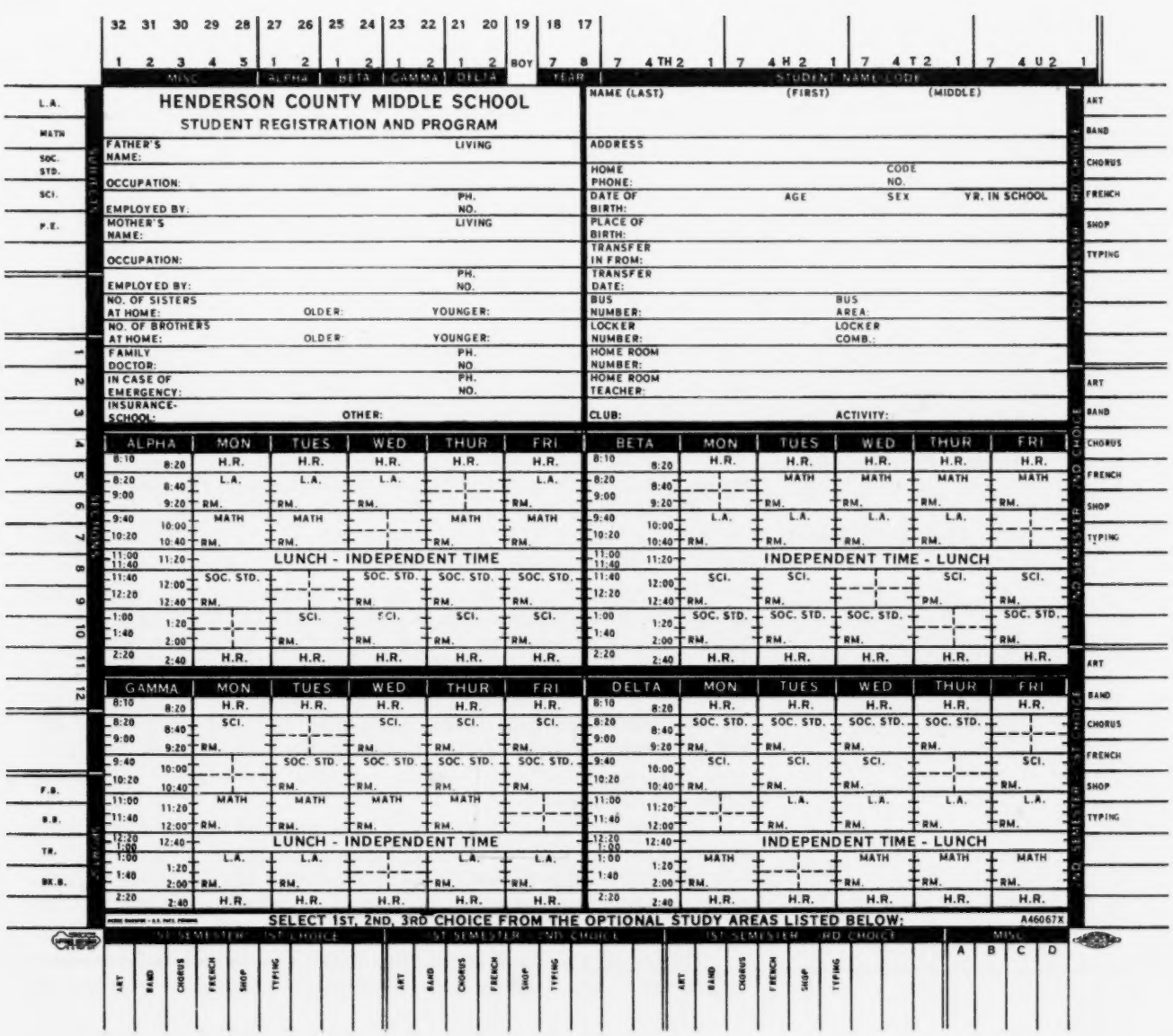
Mr. Guess is assistant superintendent for secondary instruction, Henderson County Schools.


HENDERSON COUNTY MIDDLE SCHOOL
STUDENT REGISTRATION AND PROGRAM
STUDENT NAME/CODE
NAME (LAST) (FIRST) (MIDDLE)
FATHER'S NAME:
LIVING
OCCUPATION:
EMPLOYED BY:
PH. NO.
MOTHER'S NAME:
LIVING
OCCUPATION:
EMPLOYED BY:
PH. NO.
NO. OF SISTERS AT HOME:
OLDER:
YOUNGER:
NO. OF BROTHERS AT HOME:
OLDER:
YOUNGER:
FAMILY DOCTOR:
PH. NO
IN CASE OF EMERGENCY:
PH. NO.
INSURANCE-SCHOOL:
OTHER:
ADDRESS
HOME PHONE:
CODE NO.
DATE OF BIRTH:
AGE
SEX
YR. IN SCHOOL
PLACE OF BIRTH:
TRANSFER IN FROM:
TRANSFER DATE:
BUS NUMBER:
BUS AREA:
LOCKER NUMBER:
LOCKER COMB.:
HOME ROOM NUMBER:
HOME ROOM TEACHER:
CLUB:
ACTIVITY:
ALPHA
BETA
GAMMA
DELTA
MON
TUES
WED
THUR
FRI
LUNCH - INDEPENDENT TIME
INDEPENDENT TIME - LUNCH
SELECT 1ST, 2ND, 3RD CHOICE FROM THE OPTIONAL STUDY AREAS LISTED BELOW:
A46067X
1ST SEMESTER 1ST CHOICE
1ST SEMESTER 2ND CHOICE
1ST SEMESTER 3RD CHOICE
MISC
ART
BAND
CHORUS
FRENCH
SHOP
TYPING

there is a reading coordinator who functions as an important part of the language arts team. There are also seven teachers who work in the optional enrichment study areas. These thirty-six people make up the Middle School instructional staff, which functions in association with the school librarian and the guidance counselor and under the direction of the school principal.

Four twenty-minute modules of time are allotted the students in basic subject matter areas. The team of instructors will meet these students and determine a course of study that is best suited for the individual. These needs will be met through the use of large group, small group, and individualized instruction.

Team teaching is a most workable innovation being used in the instructional program. If there is to be team teaching, there must be team planning, so all teachers plan as a team, under the direction of the curriculum coordinator. The theme of each planning session is centered around how team members can best meet the educational needs of each student in their particular department.

Any Alpha, Beta, Gamma or Delta student will work in his basic subject matter areas and optional subject matter areas four days a week. By the same token, teachers plan four days a week. Physical education is provided each student in the Middle School on the same basis. Therefore, the entire instructional time schedule is based on the four-day week concept; however, more instructional and indepth study time is actually allotted to each student each week than could be provided in the conventional schedule.

There is no grade placement of students for instructional purposes, but rather students will move from their own academic placement and progress as far as possible during these two years of schooling.

The objective of the middle school program is primarily to develop each student to the utmost of his capabilities, using the resources that we have. The attainment of the objective depends on how well we develop the student's responsibility for his own learning. This is, to us, of vital importance. Of course, so are curiosity and love of learning or the relevancy of what has been learned and what will be learned. Habits of intellectual inquiry, creativity, imagination, critical and analytical thinking are also of great concern. Communications skills are so important, as are tolerance and respect for others.

We point out to students, that there may not always be just one answer but a variety, so "Seek and ye shall find." This has been our thinking in organizing the Middle School, as surely the answer lies in stressing the importance of individuals, who without a doubt are more different than they are alike.

Stratified Team Teaching

Elizabeth H. Sheriff

Stratified team teaching is a plan in which the teachers divide all the children in a grade into strata or levels according to each child's readiness for the subject (language arts or arithmetic). Each stratum is composed of children with similar abilities and readiness; the teacher can judge how little or how much explanation and drill each stratum will require. This structure is not rigid but flexible; a child is moved from one stratum to the one above when his progress indicates that he should be moving faster. On the other hand, a child who has been absent or one who is struggling can be changed to a slower moving stratum.

Stratified team teaching was organized in the first grade at Erlanger Elementary School in September, 1967. The original impetus came from the teachers, with encouragement and support of the principal. A little background on how the program started might encourage others who are undecided about innovations in the classroom.

During the 1966-67 school year three first grade teachers found that they each had several students with speech problems—not speech disorders, but poor speech, mainly remnants of baby talk. The teachers discussed the difficulty of helping these youngsters in their classrooms because embarrassment hampered improvement. One teacher suggested that if the three scheduled phonics at the same time and taught the same phonics lesson each day, then one teacher could work with those pupils who could not articulate the sound correctly, and the remainder of the three classes could be divided between the other two teachers.

Mrs. Sheriff is first grade teacher at Erlanger Elementary School, Erlanger, Ky.

We gave the Scott, Foresman individual speech test[1] to every child in the three classes to identify those children who could not reproduce the consonant sound in the initial, medial, or final positions. The majority of the children had no speech problems, but now we could pinpoint the children with problems and the sounds with which each needed help. The remedial class averaged nine or ten but the membership changed from day to day. Some children needed work on one or two sounds; a few needed help with nearly all sounds. The only additional equipment used was two large mirrors for the remedial class.

In evaluating this experiment, we were delighted with the progress in phonics, but some of the side benefits came as a surprise. The students liked changing rooms; some responded much better to a different teacher. The teachers realized they were teaching better as they shared ideas and planned together. What started as an attempt to solve a problem led us to reading all we could find on team teaching. That summer two first grade teachers attended a three-day conference at Ohio University on team teaching. In 1967-68, all six first grade teachers agreed to team in the teaching of reading. For the school year 1968-69, team teaching was used for language arts and arithmetic. At this time the four second grade teachers organized for team teaching. This past year, 1969-70, the whole primary bloc was team taught.

The 175 children in the first grade are instructed by six teachers who work as a team in planning, instructing, and evaluating. Team meetings of forty-five minutes to an hour are held on Monday and Thursday afternoons. During this time, teachers work cooperatively in sharing ideas that benefit the team. Each teacher must be willing to evaluate anything previously practiced or newly suggested, whether traditional or innovative in nature, to determine its flexibility and practicality in achieving desired objectives.

Students move from homerooms to their language arts rooms and to arithmetic class. Each of the six teachers plans for three language arts groups—thereby providing eighteen levels for the children involved. With eighteen strata, there is overlapping, as this table of reading progress indicates. It also shows the "spread" developed in the first four months of the first grade. This overlapping facilitates moving up or down and allows for placing a child in the class of a teacher with whom he can work best.

In arithmetic each teacher prepares for one group so that six levels of math instruction are available in the first year.

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[1]Bryng Bryngelson and Esther Glaspey, *The Speech Improvement Cards*, Revised edition (Chicago: Scott, Foresman and Company, 1952).

Table of Reading Progress, Erlanger Elementary School
December, 1968

	Non-Readers	Second Pre-Primer	Third Pre-Primer	Junior Primer	Primer
Teacher A					
Teacher B					
Teacher C					
Teacher D					
Teacher E					
Teacher F					

Our program has grown slowly. From the very first we have tried to explain the program to the parents through conferences, P-TA programs, and evening meetings which could be attended by both parents. We have been fortunate in having the support of the superintendent and of the parents.

Out of the professional dialogue of our team meetings came this group statement of our educational philosophy:

> We reject the hypocrisy of fixed grade level standards for every child. We believe that:
>
> 1. Children are different; each is a special, unique person who differs from others in his rate and pattern of physical, mental, social, and emotional growth.
> 2. A satisfactory self-concept develops when each child is placed in learning situations where it is possible for him to experience success.
> 3. The same child possesses different levels of maturity for different skills.
> 4. The school's educational program should be an attitude or spirit. It should provide the opportunity for a child to learn as fast as he can without being hurried and as slowly as he needs without being punished.

The use of grade labels and letter grades on report cards became more and more irksome as the team teaching progressed. The teachers felt that we needed to move into a nongraded, continuous progress program. We worked together to develop a report card with comments replacing letter grades and with teacher-parent conferences an integral part of

the reporting. The school board has approved the use of this method experimentally for this year.

The program in the primary bloc at Erlanger Elementary School is growing, changing, evolving. It encourages the teachers to be creative and innovative. But, more importantly, it gives every child the opportunity to be successful in learning.

Bardstown Restructures Staff, Curriculum and Instruction

Garth Petrie and Staff

The Philosophical Base

Garth Petrie

The elementary education program in Kentucky has been and is even now too often rigidly welded to the assumption that one teacher can teach, entirely effectively, at least a dozen different subjects to 25 to 30 children.

Wherever or whenever this idea began is not important, but the fact that the assumption is still used as justification for an unsatisfactory program is extremely important. The day of the omniscient and omnipotent teacher has long passed. In a day of interplanetary travel, we can no longer condone a method of education based upon horse and buggy assumptions. Classrooms with attentive "looking" students, which we have so admired in the past, do not give children the conditions they need for adequate learning.

If we can even imagine that 24 children have the potential of a cognitive mental activity involving 864,000 to 1,728,000 words in one 6-hour day, as suggested by Wallace Hanson, then the previous assumption is improbable, ridiculous, or perhaps idiotic.

Despite appearances, no one teacher can effectively handle the entire educational needs of 25-30 children. Planning, execution, and evaluation alone present a task beyond the competencies of a single person. When the responsibilities of control, clerical tasks, and diagnosis are added, what hope is there?

To avoid misunderstanding, it should be made clear at this point

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Dr. Petrie, formerly principal of Bardstown Elementary, is now directing elementary programs in Indianapolis Public Schools.

that this is not an appeal for a smaller pupil-teacher ratio. What is needed is an approach to elementary education which recognizes and employs modern technology while maintaining continuing awareness of *humanizing* elements necessary to an individual's full growth. To do this we must be constantly aware of the *individual* child as the most important product of our system; we must use a team approach which recognizes the concepts of varied duties and responsibilities as well as of "teaming"; we must continually struggle to make learning a pleasant experience and not a task or chore in which only a few of our children are able to be successful.

There are many approaches to the solution of these problems and certainly no person or school staff has *the* answers, but some of the possible ideas are now being developed and carried out in our school. Others are being developed on a continuing basis, and we believe the following brief sketches by staff members will help to explain, in some detail, these programs and how they may prove helpful to others who are concerned.

The entire program is based on a philosophy which views the school setting as unique. Major beliefs which underlie the program include:

- —Each student is a worthy, unique individual. The major function of the school is to assist him in developing himself to the fullest extent of his ability.
- —Each teacher needs freedom to develop individual strengths and has major responsibility for the development of the area in which he is most capable, competent, and interested while continuing to teach a variety of subjects.
- —The curriculum of the school is unique just as each child is unique and must be flexibly developed to continually meet each child's individual progress.

To carry out this philosophy of concern for individual development, our program is designed around a non-graded, multi-age, team-teaching approach with a differentiated staff, all arranged to emphasize individualized instruction.

Strategies of Staff Deployment

Ben Haydon

One's primary concern as he organizes his staff for this type of instructional program is that the organizational pattern will not prohibit the most efficient staff deployment.

The day has passed when any person can assume mastery over all areas of a child's educational life. The golden age of programmed materials, the technological advancement in the area of audiovisuals, and the

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Mr. Haydon is now principal at Bardstown Elementary School.

rapidity with which innovative practices are thrust upon us makes it imperative that we utilize the strength of each staff member to the utmost.

It has become obvious to us that through teaming teachers can be utilized in different functions in accordance with their special abilities, interests, and educational backgrounds. To utilize fully these strengths, a staff must consist of more than a principal and teachers. Auxiliary personnel are essential if certified personnel are to be freed from duties that require no professional competence and allowed to concentrate on duties that do require professional competence.

The staff at Bardstown Elementary consists of the following staff differentiations:

Principal
Administrative Coordinators
Special Area Coordinators
Recorders
Instructors (tenured and non-tenured)
Diagnostic Programmer
Para-professionals
Aides
Student Teachers

The defining of the function of auxiliary personnel is undertaken at two levels. First, the principal and the team leaders establish general guidelines based on state laws and regulations. Second, the team to which an auxiliary person is assigned specifies the job requirements in more detail but in keeping within the general guidelines established by the team leaders and the principal. This procedure affords much flexibility within the team while assuring the school leadership of the necessary direction. We find such guidelines to be extremely important to the continued harmonious functioning of auxiliary personnel.

Distinguishing features of our staff differentiations and their functions are described here in brief.

principal

One might assume that the responsibilities of a principal are lessened because of the administrative functions of the team leaders. This, however, is not the case. The leadership role of the principal remains about the same but changes in content. He must be able to delegate administrative responsibilities that could and should be carried out by team leaders while remaining alert for the possible occurrence of two undesirable results: (1) If he indiscriminately delegates responsibilities, he may find the teams beginning to function independently of each other. The cohesive influence of his office suffers greatly under such a situation and team

leaders assume too much responsibility and become known in the minds of their members as "Team Principals." (2) On the other hand, if the principal is reluctant to delegate the necessary responsibilities to the leaders, their positions lose their dignity and the team members begin to function independently, resulting in a reversion to a self-contained organization within the team and thus losing the characteristics important to a team arrangement.

There are at least three areas in which the principal's leadership role is increased. In curriculum, he must be more knowledgable and more involved with the organization of and techniques for presenting the curriculum. In policy making, he must clearly define the policies and see that the necessary handbooks are made available to the teacher, parents, and pupils. In addition, there must be a continued emphasis upon the need for communication at all levels. It is particularly important that the principal keep the lines of communication open between the teams. This means that he must define the channels for communication and see that they remain open.

team coordinators

The coordinators are closely associated with the principal in the fulfillment of thir roles. As a matter of fact, some of their tasks are those that had formerly fallen to the principal.

The different coordinators (in our case there are six), together with the principal and supervisor, form a steering committee for the total school program. They decide upon direction, procedures to follow, records required, and guidelines to follow. Then it becomes the team coordinator's responsibility to convey the necessary information to his team and see that the steering committee's directions are carried out.

In order that this group may work most effectively, meetings are held twice a month. These meetings, usually held in the home of one of the members, are of an informal nature and have no time limitation. This affords the time and encouragement necessary for each to say what he thinks, and feels—what his concerns are. The sharing of team accomplishments and team problems in such a setting proves psychologically helpful and has a high priority in terms of its success value. Most school business is handled on a daily basis rather than at steering committee meetings.

Other duties of the coordinator include—

—Conducting a weekly scheduled team meeting in which items relating to the instructional program are given top priority (Only items of total team importance are considered.)

—Continuous student evaluation—the area of the instructional program that the steering committee has encouraged their team members to emphasize this year

—Teaching a full load

—Sometimes (though this is not encouraged) doing extra, unpleasant chores rather than delegating them to a team member

—Functioning in many areas as team administrator

—Making recommendations to the principal for team purchases

—Approving all team expenditures from the team budget

—Recommending materials and procedures necessary for bringing the instructional program in line with stated beliefs concerning the way that children learn.

To be a team coordinator one must hold a master's degree and have one year of satisfactory teaching experience in our school system. The team coordinator is paid the base salary for teachers plus an additional four hundred dollars.

recorders

The recorder is more than just a clerical aide. The recorder shares scheduling responsibilities with the team leader, assumes the responsibility for keeping schedules updated, recording team minutes, preparing agendas, and keeping team financial records. It is this job which frees the team leader to become the necessary and essential instructional leader.

instructors

The word "tenured" is used here in reference to teachers who have had one or more years of experience in our school program. The greatest distinction between the two categories is in the area of curriculum development. The non-tenured teacher has no responsibility in this area unless he is under the direct supervision of a tenured teacher. He is encouraged to participate in the curriculum meetings and offer suggestions. Final responsibility for the decisions, however, rests with the tenured teacher. It is his responsibility to see that the curriculum is administratively feasible, that it fits into the school philosophy, and that it has relevance to the lives of the student.

When the curriculum is prepared, it is the responsibility of the tenured teacher to implement curriculum changes in the classroom setting. The non-tenured teacher assists the tenured teacher and functions under his guidance.

para-professionals

A para-professional in our school is one who has a minimum of two years of college training and is presently pursuing college training on a part-time basis.

Our para-professionals are certified as substitute teachers. Their familiarity with the total program makes them logical choices for substitutes when teachers must be absent.

They are scheduled with the different teams at regular times throughout the week unless they are called away for substitute duty. This schedule affords them the opportunity to get a bird's-eye view of the program in its entirety.

They are permitted to assume much of the responsibility for directing the instructional program under the guidance of the team leaders.

aides

While para-professionals carry out teaching-related activities, aides perform such non-teaching activities as keeping lunch records, supervising the lunch room, grading papers, duplicating, typing, and filing. This frees the teacher to concentrate on duties that require professional competence.

student teachers

The student begins as an observer of teaming activities; then she gradually works into the program as she becomes more oriented. After she has proven her competence, she engages in team planning and team teaching with the supervising teacher. Her concluding responsibility is the preparation and presentation of a unit of study within the team. The team advises her in preparing material and organizing for instruction. The suggestions, encouragements, and discussion from the team seem to give a feeling of confidence to the student. She is considered a co-worker rather than a student teacher. She even has the opportunity to play a leadership role by "directing" other teachers as they cooperate in teaching her chosen and prepared unit.

The last two categories are of enough magnitude to merit a more careful explanation and are spelled out separately. They concern the diagnostician and special area coordinators and are discussed respectively.

Diagnostic Programmer

Mrs. Mae Evelyn McCellan

This person, as the name implies, makes a diagnosis of the case referred to her from the primary continuum (grades 1-3) and, if time permits, from kindergarten. She then is responsible for assisting the child to overcome his problem *before* he is released to his regular teacher.

In order to secure time for the programmer, each of the 14 members of the two teams involved agreed to carry two extra pupils in their home-

room. These fourteen teachers, in cooperation with their team leaders, identify the children to be referred to the center.

The diagnostic programmer begins by diagnosing to determine where the child really is, analyzing the factors that possibly attributed to the pupil's weakness, organizing materials that seem to fit the occasion, and then applying these materials under her guidance in such a manner that the child may enjoy rewarding experiences as he learns on an individual basis.

This approach requires that the diagnostician and teachers who make the referrals continuously expand their knowledge of learning difficulties. One problem often encountered is the problem referred to in educational circles as "dyslexia." The treatment of this problem requires the construction of many perceptual motor training activities as well as preventive learning activities.

Student volunteers and a part-time aide assist in this program, with the diagnostician evaluating each child's daily progress before planning the work for the next session. A very close check is kept on each child through a file record system. Some of the children experiencing extreme difficulties may remain in the center for a long period of time while the majority experience a minor difficulty that necessitates their remaining in the center for only a short period, usually two to six weeks. At the end of this time the child is returned to the regular instructional area with recommendation for continued special help.

We feel that such concentration upon the specific weaknesses of pupils is an essential part of our program. The treatment is confined to the primary pupils on a preventive basis and the entire program profits as they move into the more advanced phases of their school life.

Language Development Program

Martha Lewis and Eileen Potter

This program, in cooperation with and funded by a WHAS Crusade for Children grant, also emphasizes preventive rather than remedial measures and techniques. It was established because of the recognized needs of many children for better communications skills.

A child's ability to communicate orally can be affected by three basic factors: his environment, his physical development, and his mental development. Observation has shown that the disadvantaged child may have language which is adequate for his environment but inadequate for him to be successful in classroom activities. It is believed that his inability to comprehend the language used at school prohibits the child from functioning adequately. As a result of language retardation he becomes frustrated and socially maladjusted.

Reading test results revealed that certain first and second year students who were below their grade level in reading were also well below in language development. Special education teachers concluded that a large proportion of the children in EMH classes may be language handicapped rather than mentally handicapped, and that large numbers of children presently enrolled in speech therapy classs have also shown patterns of delayed language development.

Purposes of the Language Development Program are—

—to provide experiences with visual, tactile, and auditory stimuli in making associations; in memory and role playing; and in verbal and motor activities

—to improve self-image through successful classroom activities; self-reliance activities; creative dramatics; and tape recordings of individual children

—to discover and correct poor speech habits

—to promote more and better child-parent verbal interaction in the home through parent involvement in the program

Personnel for the project includes a part-time program coordinator, a speech therapist, one full-time aide and two part-time aides with college majors in communication disorders.

The eighty children involved in this program were taken from the beginning readiness phase, those who have had one year of readiness but were still not ready for first year work, those from first through third year, and those from the educable mentally handicapped classes. Since the home plays such a large part in language-development, we decided to work with younger siblings of the children in the program also. The speech therapist and two aides are working in these homes with preschool children and attempts to secure volunteer help are under way so that more homes can be involved.

The amount of time spent with each child per week is approximately one hour. As the program grows we are hopeful that the time spent with each child can be increased to one and one half hours a week through the services of volunteer workers. The entire project has been well received in the community and all homes contacted have been enthusiastic in welcoming the workers.

Materials and equipment used in this program are provided through the Crusade grant and include tapes, manipulative toys, puzzles, puppets, pictures, books, sequence boards, flannel boards, Peabody language kits, tape recorder, record player, records, tachistiscope, transparencies, and many other items. Field trips are used extensively.

Evaluation is carried out through the use of the Peabody Picture

Vocabulary Test. The Otis Quick Scoring Mental Ability Test and the Wechsler Intelligence Scale or the Standford Binet were given to children at the beginning of the project and will be re-administered at its conclusion. Teacher observations were also considered very important, and tapes of the children's language are to be made at both beginning and end of the project.

Special Area Coordinators

Judy Minnehan and Sarah Keeling

Special area coordinators may coordinate the program for a specific subject within a team or they may coordinate a specific subject between or among teams where multi-teaming is necessary. In our program we have both situations.

In mathematics, one person coordinates the program, which involves two teams, 16 teachers, three auxiliary persons and 550 students. This is a continuous, non-graded approach that necessitates the elimination of grade lines. It is concerned with individualized instruction in mathematics through the use of sequential skill development, instructional media, and the special area coordinator.

The objectives underlying the general philosophy of the school set the pattern for this content area. Each math student is placed on his instructional level according to his individual needs. This is done by a placement test administered by the mathematics coordinator.

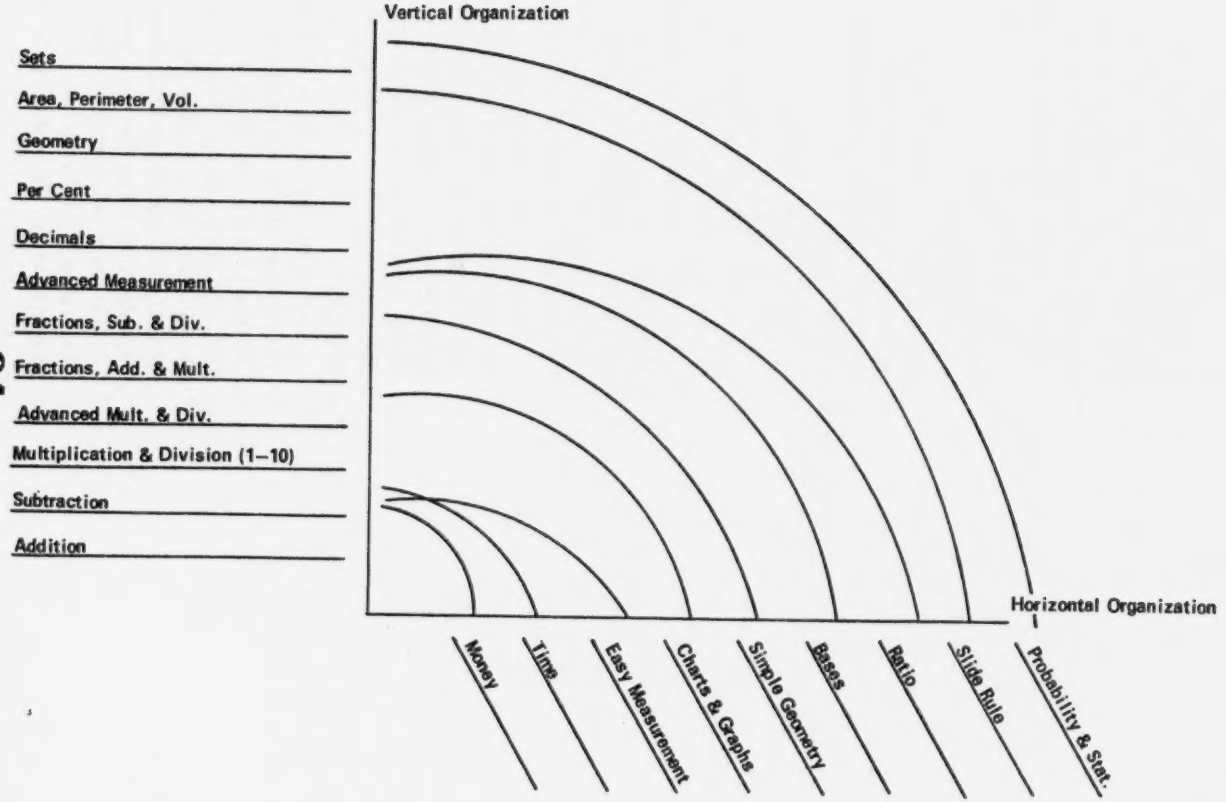
Each teacher is responsible for an area of the math curriculum in which he has the most interest and feels most competent. Each area is generally referred to as a math station.

The math coordinator's function is to maintain balance throughout the math stations. The coordinator is able to accomplish this through the use of the math curriculum chart (see chart 1). This chart shows those areas of mathematics in which the children should follow a specific sequence. It also lists those stations which do not necessarily follow a particular order but should be placed after certain sequential stations. With this chart as a guide, the coordinator chooses the next station to which a child could move upon the completion of the present one.

Each math station has a sequentially developed series of packets. Each packet presents a single concept, which builds on the one previously learned. Through this method a child is able to work independently through the packets.

Within the math stations all available media are utilized. The librarian cooperates with the math instructors by keeping on file filmstrips, records, tapes, and supplementary material. Individual teachers make tapes to

Chart 1


Vertical Organization
Sets
Area, Perimeter, Vol.
Geometry
Per Cent
Decimals
Advanced Measurement
Fractions, Sub. & Div.
Fractions, Add. & Mult.
Advanced Mult. & Div.
Multiplication & Division (1–10)
Subtraction
Addition
Horizontal Organization
Money
Time
Easy Measurement
Charts & Graphs
Simple Geometry
Bases
Ratio
Slide Rule
Probability & Stat.

explain single mathematical concepts. Transparencies are developed for overhead projection. These may be used by individuals or by small groups of children and the teacher is freed from lecture to help individuals with abnormal or unanticipated learning problems. Concrete materials are used, such as the abacus and cuisenaire rods, whenever possible. Programmed materials are also used in various stations to supplement packets. Each teacher is responsible for review packets over the last three vertical stations.

Each teacher is encouraged to give actual experiences dealing with the concepts learned in that station. In percentage, for example, children actually operate an insurance company. The children insure any money children are required to bring to school, such as lunch money, and children go before a claims committee to state their losses. The claims committee decides if the claim is legitimate. Needless to say the claims committee is pretty tough!!!

In decimals children have an actual experience in the library using the Dewey Decimal System. Using liquid, dry, and linear measurement, girls combine their math knowledge with home economics skills in learning to cook and sew. Boys also use their knowledge of measurement out of the classroom by measuring the football and baseball fields and other objects. Math skills play a big part in planning other activities, such as trips to the Land Between the Lakes and weekend tours of Kentucky. Some children who are in advanced math stations figure the cost per mile on the slide rule, an area of extremely high interest.

After a child has completed a packet or concept, he is responsible for checking his own work and correcting those problems missed. If the child continues to lack understanding of that concept, he is placed in supplementary materials based on the same concept and individual help is given. If there is no difficulty shown, a mastery test is administered. The child must show a mastery of the packet before proceeding to another concept.

All tests are uniform throughout each station. Each test contains 10 problems and is recorded on the math card by the total number correct (see math record card chart 2). Each packet is recorded in Roman numerals with the total correct. Sometimes there are two numbers following the Roman numeral. The first shows the total correct the first time the child took the test and the second shows the number correct after supplementary material and when the test was repeated. This notifies teachers of the child's areas of difficulty. The date the child entered and completed the station is always recorded on the card, and helps the teacher regulate progress on an individual basis. When children are ready to advance, the

Chart 2

Name John Doe Homeroom teacher Mrs. Black

Station	Comments	Begin	Completed
Measurement	I-10 II-9 III-8 IV-10 V-10 works well	12/1/69	12/20/69
Bases	I-10 II-8 III-7 (IV-6) V-9 seems to have lost interest - has a friend who moves slowly and is evidently trying to maintain pace with friend	12/21/69	Feb. 3, 1970

math coordinator sees that teachers are alerted and that the child is properly placed and adjusted.

Evaluation is a continuous process. Each child is discussed by the team once a year and this report is sent home to the parents. The teacher pulls individual sheets of those skills to be mastered within her station and checks the child's progress. This report occurs every 9 weeks.

Progression from one station to another depends on the ability of the child to master concepts within a station. Each child moves at his own rate. Before a child moves he may wish to help a few days within the station. This allows him to answer questions and explain methods used in accomplishing certain operations. It is our belief that if a child can explain the operation to others, then he has truly mastered it.

The Gifted Child

Merrylen Sparks

Just as the diagnostic and language handicapped programs provide for slow or handicapped children, so this continuous growth approach to learning in school is a dream come true for the gifted child. The sky is the limit for him in this type of program. He can work and achieve at the rate and level of his interest and ability, regardless of his age.

The original pattern for the math program just described places the gifted child in a most rewarding position. He moves from one station to another at his own rate. No outside influence hampers or hinders him. At present the most advanced station includes such areas of math as slide rule, probability and statistics, and algebra. These challenges are great but are not forced upon the child. If he chooses, he may become a student tutor for some areas he has already worked through.

Other areas provide the same type of challenge and rewards. A first-year student who can read and comprehend second or third year reading material is allowed to progress instead of having to wait while a classmate struggles with "See Sally run!" or having to work with supplementary materials because second year books *are not read* until the second year in school.

During the intermediate years, the gifted child is no longer kept in a small group for reading instruction. He is classified as an independent reader. This means the student may have a conference once or twice a week with the teacher to evaluate his work and his progress. Several independent readers may be pulled together for a round-table discussion. The group may talk about a story or a book that the teacher or students have selected

to be read prior to their meeting. The teacher may or may not be present during the session. Sometimes students record their discussion on tape, so that the teacher may listen to it at a later time. Various follow-up activities can be used. For example, students can be asked to pretend they are newspaper reporters. They are to write an article reporting on the topic which has been discussed. The round table discussions and the follow-up activities are excellent ways to determine skills in which a child is weak so that he may be given extra help.

The spelling program also offers a challenge to the gifted child. He is given a list of words at the beginning of the week by means of a tape. The child must write the words the best way he can by using the phonics and work attack skills he has previously learned. During the week the words are to be looked up in a dictionary for the correct spelling and meaning. The child is tested on the list of words at the end of the week. A fourth year student may be working with words traditionally classified as sixth grade words.

Contracts are used in the social studies and science programs to give the gifted student the opportunity to choose the area or topic of concentration, the resources, the depth, the length of time, and the type of reporting of his study. At the end of the contracted time, the student evaluates his progress with the teacher. If the work is not complete, a new completion date is rescheduled.

The gifted child is truly "on top of the world" in a continuous growth approach to learning. He is continually being challenged in all areas on the level he is capable of working. The advantages of this type of program are many—challenges around every corner, working with materials on his interest and ability levels, learning to use card catalog and other library materials (before he becomes a high school senior or a college student), stimulating thinking for growth, and learning the process of decision making. This is definitely a very positive way to help fulfill our philosophy—"For each child all that he is capable of becoming."

Traditional Plant, New Program at Stanley

Orville Sharp

An innovation in education in a traditional schoolhouse is the way we like to describe our educational program in the Stanley Elementary School of Daviess County.

This program is non-graded and of multi-age grouping, offering continuous progress and an individualized approach to learning for the students.

Under the non-graded program, students who would normally be in grades 2 through 6 are assigned to levels rather than grades and receive instruction more nearly commensurate with their individual levels of ability and achievement. Teachers are assigned to operate in a team teaching situation designed to facilitate individualization of instruction and learning.

Students in the 2nd, 3rd and lower 4th grades are in the basic skills division, or what we call the lower division, and students in the upper 4th, 5th and 6th grades are assigned to the applied skills division, or the upper division. Students in each division are grouped by reading and placed in level 1 through 12 for the basic skills division and levels 13 through 24 in the applied skills division, according to their achievement. The mental age, cumulative record, achievement and aptitude test scores, and teachers' opinions are used in placing each child at a level.

Four classrooms for each division are designated as "learning centers": language arts, social studies, mathematics, and science.

Mr. Sharp is principal of Stanley Elementary, Daviess County Schools, Stanley, Ky.

The library is designated as a resource center and is located between the two instructional divisions. The resource center has supplementary and enrichment materials to reinforce concepts and skills learned in the instructional program.

Individualized learning is facilitated by team teaching in the basic and applied skills divisions, with four teachers composing a team and together evaluating the students and correlating the course of study. Within the team is a coordinator, team leader, teachers, and student teacher, each having instructional responsibilities for their respective levels, plus a teacher aide for each division and a clerical aide working with both divisions.

The basic purpose for teaming is to reduce duplication of teaching efforts by "redeploying" students through a more refined grouping procedure and by permitting vertical movement of students without regard to traditional grade level barriers.

Each teacher assumes the planning duties for his or her respective team in one specific area for a nine-weeks period. The team leader for the team also serves for a nine-weeks period. The team coordinator, who serves for one year, has the responsibility of leadership in planning sessions, curriculum development, evaluation, and parent-teacher relationship. The coordinator contacts the principal for instruction, information, and procedures.

The basic and applied skills divisions provide students the opportunity to have a differentiated schedule with students moving on a fixed schedule from 8:00 a.m. to 12:00 p.m. and to interest centers in the afternoon. Directing the studies in each interest center are one or more teachers assigned that area of specialization according to their interest and proficiency.

The schedule has been arranged so that one learning center does not consist of all pupils having fast or slow learning abilities during one period, thereby allowing the teachers to have more time for individualized instruction. For example, a student on level 3 may share the science learning center with students on levels 1 and 5, a slow and fast group respectively, within the same division.

Since each child will be progressing at his own rate, level failures will become nearly non-existent. It should be noted that a child does not have to progress through each level in sequence.

Reports to parents will be issued no more often than the length of the traditional grading period. Each month the team teachers will meet together and review each child's progress. The teachers, with the approval

of the principal, may change the level to which a child is assigned at any time they agree that a change is for the betterment of the child.

The Stanley Elementary School feels that with the better utilization of the school day, students are *permitted* to learn instead of teachers *having to lecture.* By more individualized instruction, homework is minimized.

This program was planned by Dr. Morris Osburn in cooperation with Mr. Fred T. Burns, superintendent of Daviess County Schools, and Miss Ora Cecil Mackey, director of elementary education in the Daviess County Schools.

Initiating A Nongraded Program

Sister Patricia Scott

Just how does one go about initiating a nongraded program is an oft repeated question in educational circles and it is being asked with greater frequency than ever before. The question was raised here at Saint Paul during the 1968-69 school year. The following is a summary of the steps the administration, faculty, parents, and student body took to answer the question.

The principal took the initiative by providing a professional environment in which the teachers could become interested in such programs. This was done through staff meetings. Discussions of available reading materials and reports on visits made to schools which had recognized the inadequacies and rigidities of the graded structures were the spring boards for these discussions. Indeed the one-word theme for the year for St. Paul was "improvement." This improvement was to take place in the classroom, the school, and the community. As a result various members of the staff came to the point of approaching the principal with such questions as, "Why can't we nongrade?" The reply was that if this represented the attitude and desire of the majority of the staff, then perhaps the time had come to try to answer that question seriously. A polling of the teachers provided ample evidence that more concrete steps should be taken.

The principal then presented the idea to the entire faculty, apprising them of the difficulties and rewards of such an undertaking. This was

Sister Patricia is principal of Saint Paul School, Florence, Ky.

followed by an individual conference with each teacher. Some teachers decided that they could not participate in such a program. This created the problem of recruiting new faculty members. Letters were sent to the education departments of the local colleges inviting qualified teachers who were interested in initiating and implementing a nongraded program to apply.

The Parish School Board's interest, support, and financial backing were secured. It was essential to have the staff solidly behind the proposal before presenting it to the board. In May, after all the teachers had been hired, a dinner meeting was held for all board and faculty members. At this meeting a film on the philosophy and principles of nongrading was viewed and discussed.

The Title III, Region A funds available were used to pay substitutes and mileage in order to permit the entire staff to visit an exemplary program, so that each teacher could see first hand such a program in operation. Three different schools were chosen for the variety of approaches they offered to beginning such a program.

The school which afforded the teachers the greatest assistance was Cook Elementary School in Grand Blanc, Michigan, under the direction of Mr. David Jacobs. After the visitations, the staff again met and shared their findings and enthusiasm. The result was that the services of Mr. Jacobs and Mrs. Myrtle Trickett of Cook Elementary were secured as consultants for the week-long workshop held in June for the entire staff. Their invaluable services were also made possible through the Title III program.

Prior to this workshop, there was a special meeting held for the parents and school personnel of the local public schools to introduce them to the concept of nongrading and to the philosophy and principles which support it. Again a film was used to begin this meeting and to help those in attendance to formulate some questions while having other questions answered or ideas clarified.

The June Workshop was devoted to the development of a philosophy and to the manner of organization and the development of various curriculum continuums. In August the staff reconvened to prepare instructional materials to help them implement the program.

Realizing that teachers must have additional planning time and that students need more individual attention than the classroom teacher can give, a teachers' aide program was also initiated in August. This is an extremely vital part of the program, without which the principles of nongrading and individualizing instruction would be extremely difficult to implement. The principal sought and obtained a paid aide-coordinator

for the teacher-aide program. The resources of Thomas More College were tapped. Several students in the elementary education field, including some seniors on independent study, proved to be a real asset to the program. At the same time, these future educators gained valuable experience. It was emphasized over and over again that it takes two to three years to re-tool teachers and to see noticeable results. Teachers and parents were cautioned to be patient and cooperative in initiating the program, because it takes both to make a nongraded program bloom and eventually bear the rich ripe fruit of a sound elementary education.

The motto which was adopted for the 1969-70 school year was borrowed from Jacques Maritain. This scholar said, "Courage is the fleeing forward," and that courage characterized all of those involved in the initial stages of nongrading and individualizing instruction at Saint Paul Elementary School.

Cooperative Teaching —Why?

Johnna Parvin
and Alice Pugh

First, let us briefly describe our area and its people, since home factors often influence a learning situation. We teach in a small school in Fleming County in Northeastern Kentucky. The enrollment is 327, and the faculty consists of one principal, eleven teachers, a part-time physical education teacher, a reading improvement teacher, a part-time music teacher, and one teacher aide. Our school is located in a community which has a population of around five hundred, but the school district includes a large farming area as well.

During the past several years, administrators and faculty of the Fleming County School System have become increasingly aware of the differences in individual children, realizing that each child has his own rate of development, mental as well as physical. To meet these differing needs, the entire educational program needed renovation. Federal funds were available to help with this project. In various workshops, guidelines were developed for the skills which should accompany each level of learning. After careful study and preparation, a Continuous Progress Plan of Organization was adopted. Under this plan, students are placed on a level where, it is hoped, they can work most successfully. With teacher guidance, they work at their own rate, competing only with their own past performance.

At the beginning of this school year, we had fifty-one students

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Mrs. Parvin and Mrs. Pugh are teachers at Ewing Elementary School, Fleming County.

and two teachers for what traditionally was known as second grade. Five of these children were P-3's (third year in school) and the remainder were beginning their second year in school—P-2's. We felt that we could best follow the continuous progress plan with a co-operative teaching arrangement for this entire group.

Our first step was to talk with the first year teachers about each child's reading level. Since the children had been out of school all summer, we reassessed each child's reading ability and placed him into one of six reading groups, ranging from the third pre-primer to the second reader.

The children begin the day together in the homeroom, but as the morning progresses, groups move into our auxiliary classroom for reading instruction. The use of a teacher aide in the homeroom for one hour each morning allows each of us to work with reading groups in the other classroom. This situation is very beneficial as it removes reading groups from classroom interruptions.

Since we feel that a teacher can get to know her students better through reading groups than through other activities, we developed a means by which each of us will teach all of the children in reading at some time during the year. At the present time, one teacher has a group in the primer and two groups in the first reader. As they finish these levels of reading, they will move into their new books with the other teacher. Likewise, the other three groups will work with the teacher who previously taught the other groups.

At the start of the year, one of us taught math and the other spelling until we could determine who needed extra help. We discovered that approximately twelve students were not able to keep up with the others, so one teacher takes these children into our other room for more individualized instruction while the larger group remains in the homeroom. If the need arises, a pupil can be moved from one group to the other depending upon his progress.

We realized that not all children are ready for spelling at the beginning of their second year in school. Some did not know the letters and the sounds which they make, and therefore, could not successfully follow in a spelling book. This group goes to our auxiliary room for instruction in phonics, while the other teacher has the remaining children in spelling. We have found that the group requiring this individual attention is practically identical for spelling and math.

Science, social studies, health, and writing are taught to the group as a whole, with the teachers dividing responsibility for these subjects.

The children also have physical education, music, art, lunch, and play periods together.

In the traditional graded school, children such as our twelve who are not able to accelerate at the same rate as the others, would fail the second grade and repeat it the next year. With the Continuous Progress Program, these weaker students will continue to work at their own pace and will begin next year at the level which they have reached at the end of this year.

We realize that there is much room for improvement in our methods, but we feel that the children are receiving many benefits from our co-operative teaching situation. They are often together as a large group, and so do not lose their sense of belonging together. Yet, we believe they understand the reasons for sometimes working apart in different areas of a subject. We hope that they, and we, may become more tolerant and appreciative of individual differences through our experiences in this situation, and we further hope, as we continue to co-operatively teach in other years, that we may provide success and a degree of forward progress for each individual in our group.

New Reading Program for Louisa

Louvenia Walker and Pansy S. Walker

The Louisa Elementary Pilot Program in Reading is a totally new and different program which grew out of a dire need seen by the county superintendent and the faculty of the school. With much interest, enthusiasm, and encouragement by our superintendent, we set out to design and develop a program to remove barriers and the fears of failure which students too often experience in traditional settings. The underlying philosophy of the program stresses respect for each individual.

Many hours were spent studying, diagnosing, and evaluating reading programs in various locales. With the help of consultants, who capably conducted in-service training and work shops, and with financial assistance from ESEA Titles I and III, the doors of the new reading program began to open.

Participants in the workshop for the primary and intermediate grades wrote the curriculum guide. The aims and objectives were clearly defined. The guide delved deeply into defining the skills and goals to be attained by each level and complex and suggested appropriate materials to be used in presenting each skill through a multi-media approach.

What was traditionally known as grades one, two, and three became the ungraded primary, while grades four, five, and six are known as complexes rather than grades. There are twelve levels in the ungraded primary. Each complex is composed of four levels. The children are grouped and

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Miss Louvenia Walker is a teacher and Miss Pansy Walker reading clinician at Louisa Elementary School, Louisa, Ky.

placed in levels and reading classes by test scores and teacher evaluation. In the fourth, fifth, sixth, and seventh complexes, students are assigned heterogeneously to homerooms, and they remain in their rooms for much of their daily school work.

The total reading program is divided into levels, and as the child achieves more mastery in reading, he progresses to a higher level. Each child progresses through a level at his own rate, the element of time pressure being removed. The child has the opportunity to remain at a level, with dignity, until he was mastered the skill of that level. In each reading classroom, the teacher provides instruction individually, in small groups, and in total groups, depending on the skills being taught.

Important aspects of the program are the reading clinic and rotation of teachers within the intermediate grades. A reorganization of scheduling and staffing has permitted children to share the expertise of at least four teachers in the area of reading.

When a child is accepted in the clinic, a complete diagnosis is made. He will have a visual, auditory, and health screening. An inventory of his home environment—socio-economic, emotional, and intellectual—and educational background will be made.

The clinic provides developmental reading experiences for children who are reading below their grade level; attempts to raise the sights of all children involved; upgrades the learning techniques of students by attempting to identify their styles of learning; improves academic achievement in various subjects as a result of increased reading proficiency; and provides multisensory experiences to motivate and interest students in staying in school.

The success of the pilot program has depended upon the understanding and cooperation of our teaching staff. Behavior indicative of friendship, mutual trust, respect, and warmth of relationship between members of the staff, students, and administration was vital. A sense of security in the participants is important as is an administrator who has special empathy for his teachers who are trying new programs.

Team Teaching at Attucks

Mrs. Frank Lacy III
and Mrs. George A. Fortune

This is the second year we have been involved in team teaching in the English department of Attucks Seventh Grade Center. During the current school year, three sections of 60 students each are being handled by two instructors. In addition each instructor teaches three regular classes. Two of the sections involved in team teaching are high average and the other is advanced.

The physical situation consists of one large room with seating for sixty, an adjacent room with seating for thirty, and a small storage area. The large room is equipped with dark shades and a wall mounted screen for the viewing of films. Each desk contains a dictionary which remains in the desk for student use. The smaller adjacent room contains tables in addition to the desks.

The aims of the instructors, when this approach was begun, were—

To provide more individual attention for each student.

To utilize the talents and interests of the instructors to best advantage.

To provide more "group work" experiences for the students.

To make better use of available films, filmstrips, and other audio-visual materials such as records and transpariencies.

To be able to isolate small groups or individuals from the large group for special help.

Many of the ideas used in this team teaching situation would pos-

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Mrs. Lacy and Mrs. Fortune are teachers at Attucks, Hopkinsville, Ky.

sibly be helpful to other teachers who feel inclined to cooperate with one another. Other ideas would be somewhat difficult to manage in a self-contained classroom but might easily be adapted.

One idea which works very well is to have a two-week unit of study with survey and check at the mid-point. Those who have done well can then go on to enrichment activity while the others go over the material to reinforce learning.

Another idea similar to the above is to assign a paperback book to be read by a certain date. On the assigned date, give a test covering the book. Those who do well can be grouped to work on skits, dialogues, posters, displays, informal discussion groups, and other special reports and projects. Those students who do not do well can spend a week studying the book in class. They write questions, character sketches, and chapter summaries, and take another test at the end of the week.

Pulling out small groups to work on plays or skits for presentation to the large groups gives the students practice in speaking before a group. Impromptu dialogues in the study of introductions, conversation, and parliamentary procedure give further practice in speaking "on one's feet."

Student committees often serve as good judges for choosing the best students' writing to be read to the group. When studying a particular skill, such as outlining, those students who have mastered the skill can be paired with those who need more work. Each student gets immediate instruction and he is often more receptive to instructions from another student.

Another project which helps students learn to take responsibility is to let them divide into small groups of four to five students and each group choose a topic to work on. Each member of the group writes a report and delivers it to his group. The group then chooses a representative report to be given to the class. The grade given on this report is the grade made by each member of that group.

In such areas as spelling, where the level does not correspond with the ability grouping, students are given tests to determine their level and then are grouped accordingly and given special lists suitable to their level.

A spelling lab, similar to the S.R.A. reading lab, was constructed by the instructors for the work in spelling. Pages of spelling lists were taken from discarded spelling books, grades three through six, and mounted on heavy white paper. They were then coded and filed in order. The students study in pairs and spell the words to each other. Each student has a chart on which he records his performance and the instructor makes pe-

riodic checks. This permits the student to start at his level and progress from there.

Because of the high degree of self-discipline required, these techniques have proven most successful with average and above average groups. It should be stated, however, that if classes could be smaller, many of the same benefits of these projects would be made available to the below average learner.

Non-graded Language Arts Block in Mason

Roland Haun

The Mason County School System has plans to develop a completely non-graded program in every school. With this ultimate goal in mind, the junior high faculty of Orangeburg School decided to take a step to develop a non-graded language arts block.

The librarian, the principal, and teachers of remedial reading, math, English, and social studies were brought together for a team teaching situation. One-hundred and sixteen students were divided into six levels by the county reading consultant. Teaching guides were ordered from Indianapolis public schools. These guides for the Oral-Aural-Visual program for teaching language arts were developed by teachers in the Indianapolis Schools. The OAV program has served only as a guide. The actual program developed for any school must necessarily be modified to fit individual needs.

So far several areas of need have been identified. The first problem noticed was penmanship. Therefore, a unit was developed on writing. A master teacher for this unit was selected, and this person led in the development of the unit, in dividing students, and in coordinating the work of the other teachers.

A group of ten very slow students was quickly identified, and it was decided to place these students in a classroom where one teacher could work with them on a very basic level. Some of these students did not know their ABC's. All of them were reading on level one, two, or three.

Mr. Haun is principal of Orangeburg Elementary School in Maysville, Ky.

Paragraph construction was another area that needed emphasis. A unit on the 3.8 paragraph was developed by another instructor. The entire class met in the library for two meetings and then the group was broken down into smaller units for more individualized instruction. This is one example of the type of unit being developed and how the teaching of units will be planned in the future.

Six eighth grade students were found to be working on a ninth grade level. It was decided that these students could be eliminated from many of the units that were being taught. At the time of the writing of this article, that advanced group is doing a research paper. They have one month to complete a five-page, double-spaced term paper. They have almost complete freedom of the school building during the one-hour language arts block. No grades will be given on the papers. Those who do a satisfactory job will move to a new unit. The ones who fail to turn in an acceptable paper will simply continue to improve their paper until it is acceptable.

Since this language arts block is a new experience for all the personnel involved, it is felt that one of the most important aspects of the program is teacher training. These teachers are getting a taste of what a non-graded team teaching situation will be. Problems that are faced and solved now in this one-hour block will eventually be of benefit to the school when the entire day is non-graded.

It is hoped that there will be a carry over from this block into our present traditional departmentalized setting. It is most difficult to get teachers to give up their secure self-contained kingdoms and develop programs that cross class barriers. When teachers find that moving from class to class to teach certain units of special interest is both beneficial and enjoyable, then we will have a more effective learning and teaching situation. Through incorporating an experimental block of time in the school's curriculum, it is hoped that the teachers of Orangeburg School will see the effectiveness of team teaching.

It did not take long to discover that the key to the effectiveness of the language arts block was careful planning. The program did not move along as smoothly as it should because sufficient planning time had not been provided. Even though flexibility must always be maintained, a structured guideline for the entire year is a necessity. In this situation there was no preplanned guideline. This program was developed after school began and is still in a planning stage.

The following is a tentative guide for the first semester:

First Four Weeks (Program not begun until after two weeks of school):

Step 1: Introduction: Why study the English language?
Step 2: Development of the 3.8 paragraph
Step 3: Penmanship

Second Six Weeks Period:

Step 4: The Essay
Step 5: Parts of Speech
Step 6: Dictionary Skills
Step 7: Corrective Phonics

Third Six Weeks Period:

Step 8: Sentence Patterns (according to Thomas)
Step 9: Auding Drills
Step 10: Tagging
Step 11: Slot filling

The schedule above only indicates broad areas that are to be covered. How much time is needed to cover these topics is not included because it will not be known until the assessment of student work is made. Some students will move right along from step to step. Others will be held back until concepts are fully understood. Some students will move so rapidly that certain steps will be touched only lightly or not at all. In this case enrichment programs, such as the research paper, will be employed. The identification of very slow students has necessitated setting up a special class to cover remedial work.

While most students are involved in this eleven step program, another program of remedial reading or advanced reading is being employed simultaneously. Students are taken out of the language arts block and sent to the reading teacher for special instruction. Later, these students return to the block instruction while others are sent to the reading lab.

The language arts block does not take the place of the departmentalized English class; it is in addition to the English class. Therefore, students receive a total of one hour and forty-five minutes of language arts each day. This does not mean that language arts is more important than other subject areas. The faculty wanted to experiment with a new approach to learning; in this particular school, language arts was the area that needed the most concentration.

Language Arts at Union Chapel

Robert Garner

As a result of an in-service program held in the Russell County School System at Jamestown, Ky., the Union Chapel faculty and principal launched out on a program with our junior high boys and girls in the area of language arts. For us at least, this is a new approach to the teaching of reading, spelling, and English. It possibly could be classified as a modified Joplin plan.

A lot of thought, discussion, and work took place before this plan was put into operation. First, we had to know where each child was with reference to his present level and also what we thought his potential to be. This was accomplished by giving a series of teacher made and administered tests, Stanford Achievement tests, intelligence tests, and Gates McGinite Reading tests. In addition, teachers who had had these students in previous classes were able to give much pertinent information. Our objectives and purpose were clearly outlined. This was a task on which the team spent hours of work. A team leader was selected to guide the group and provide leadership.

The pupils were grouped and have been regrouped in order to satisfy the needs of each pupil. Much attention has been given to small group and individual instruction. Thorough planning and research study have taken place by the team. Ideas have been shared and talents have been utilized. Teacher aides and electronic devices have proven to be an invaluable aid.

Through the mutual agreement of the team there seemed to be a num-

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Mr. Garner is principal of Union Chapel Grade Center, Jamestown, Ky.

ber of things that motivated them to want to try this approach in language arts: to improve instruction, to better meet the needs of each individual child, to help teachers do a better job, and to promote a better understanding among teachers on different grade levels.

Of course, we are faced with a number of problems, but they in the larger sense have been overcome. The problems as we saw them were primarily regrouping, cost, room, parent opposition, scheduling, selling new teachers on the program, and providing planning time for the team.

Grouping caused us to shift some students from the seventh grade and vice versa. This did not create too much of a problem with them.

The first two-hour block of time, from 8:00 A.M. to 10:00 A.M., is devoted to reading, writing, spelling, and English. We tried to load the classes of the better students a little heavier than the slower groups, which I think is working satisfactorily. Three teachers, plus the principal, are involved in this program, and they are working with sixty-three students.

Some of the students in the top group are being challenged through independent study, research, and investigation. In fact all of them are being challenged in a way they have never been before. They are competing with other boys and girls on similar levels of achievement. The competition, especially within the top group, is very keen, but the students are really enjoying it. Everyone is given a chance to succeed and, almost without exception, is taking advantage of the opportunity. Many are excelling in areas they have never had an opportunity to excel in before.

This program is in its infancy and we haven't had time or data to evaluate the results, but we feel certain that at least the major objectives are being accomplished. Future study and research are now underway to involve other areas of our curriculum as well as other grade levels.

We are aware of the fact that our approach to the teaching of language arts has some of the characteristics of a number of other programs—the Joplin Plan, Continuous Growth, Independent Study, and possibly others—but our overall objective is to do the best job we can with every student under our supervision. Our next step will be to evaluate what we have accomplished when enough data is available.

Language Arts Helping Teacher

Ann Brewer

The Fayette County Schools are in the second year of an effort that holds a great deal of promise for upgrading the instructional program in our elementary schools. A master teacher with special competencies in the teaching of reading is assigned as a language arts helping teacher in each of ten of our Title I target schools. Language arts was the first area chosen for this concentrated effort because reading and communication skills are basic to success in all other areas of the curriculum. In the target schools a high percentage of the pupils are reading one year or more below the national norms as established by standardized testing programs.

The principal of a large elementary school is now so busy with the managerial responsibilities and the public relations functions required for the smooth operation of a school that it is unrealistic to assume that he or she can devote the necessary time to assure a good instructional program. The language arts helping teacher is a professional whose job description states that she is to spend one hundred percent of her work day in efforts to improve the instructional program.

We accept the task of teaching each child to read as the primary academic objective of the elementary school; yet, teachers receive very little help in their teacher preparation programs to prepare them to be good reading teachers. One of the major objectives of the language arts helping teacher is to expedite the in-service provided for classroom teachers, so

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that each teacher will have the competencies and the materials to provide the instruction needed by her pupils. The language arts helping teacher is assigned no classroom of her own but works in the classrooms with regular teachers. The emphasis is on the prevention of reading problems through improved language arts instruction for all pupils rather than on remediation. This new approach to the problem should get help to more children much faster than we were able to do prior to this when we used remedial reading teachers working with just a few of the many children who need special help.

The language arts helping teachers spend one afternoon each week at the central office in a planned in-service session with the coordinator of special reading programs and the language arts coordinators. This time is valuably used——

——To become acquainted with new materials and evaluate their effectiveness for the pupils in the schools they serve.

——To learn more about diagnostic measures and how to utilize test results.

——To produce bulletins of information and suggestions for teachers.

——To plan programs and obtain appropriate materials for individual pupils or groups of pupils who have special problems.

——To explore better ways to continuously improve the language arts program in the schools to which they are assigned.

This effort should reduce the lag between the time we learn of better materials and methods to facilitate learning and the time these are actually put into operation in the classrooms. The language arts helping teacher can carry the new learnings directly to the classroom and stay with the teacher until she can put these into operation effectively.

role description for language arts helping teachers

The following role description for the language arts helping teacher was cooperatively developed by a committee of teachers, principals and members of the Division of Instructional Services of the Fayette County Schools.

A. The language arts helping teacher is attached to the Division of Instructional Services and works in one Title I school to help the principal and the classroom teachers in the coordination of the language arts instructional program and other areas of the curriculum as these areas relate to language arts.

B. The language arts helping teacher will plan with the Title I language arts project coordinator, principal, language arts coordinators and classroom teachers to determine the needs of the language arts program and to help implement those needs.

C. Specific duties:

1. Assists in the identification of students' language arts problems through diagnostic testing, cooperative planned observation of pupils, and *conferences* with classroom teacher and the principal.
2. Helps with the organization for language arts instructional program.
3. Assists individual school principal and staff in evaluating and improving the program of language arts.
4. Helps with the selection of appropriate materials for the language arts program.
5. Studies and remains aware of each teacher's program of language arts.
6. Suggests appropriate methods and techniques of instructing in the language arts program.
7. Demonstrates teaching in the language arts by use of various instructional media, methods, and techniques.
8. Suggests creative activities, art activities, dramatization, etc., as they re-enforce the language arts program.
9. Helps teachers utilize the services and resources of libraries, materials center, and other professional resources.
10. Helps teachers utilize resource people and other community resources.
11. Keeps abreast of research, trends, innovations, instructional materials and equipment, methodology, professional literature, and other important aspects of the language arts area.
12. Assists in the coordination of the language arts program and other related areas of the curriculum by planning with school principals, classroom teachers, coordinator of elementary language arts and the coordinator of Title I Special Reading Program.
13. Disseminates information pertaining to research, trends, and innovations as well as reminders of good teaching practices in the language arts.
14. Assists the staff with the evaluation of the total language arts program.
15. Gives concentrated help to the beginning teacher to help assure successful teaching practices in the language arts.

Note: Duties of the language arts teacher will *not* include:

a. Performance of administrative functions
b. Substitute teaching
c. Setting up parent conferences
d. Routine office clerical work.

It is too early to have much hard data to help us evaluate this new approach to the improvement of instruction. The collection of this data is continuing. The verbal evaluation by principals is that a good language arts helping teacher is *invaluable*. We have observed a speeding up of efforts by the classroom teachers to provide a better language arts program for each child. One of the conclusions reached by those of us who are working closely with this program is that a person designated as the instructional leader of a school with no other responsibilities *can* expedite an improved instructional program for our boys and girls.

Physical Fitness Testing

Wilhelmina Zimmerman
and Gene Lewis

The Department of Physical Education, in conjunction with the Division of Data Processing of the Louisville City Schools, evolved an automated system for scoring the physical fitness level of students for the school year 1968-69. The system utilizes a preprinted mark-sense-card with five individual tests and four levels of attainment (excellent, good, satisfactory, and poor) for each test. The standards for each of the five tests, as well as the levels of attainment, vary with the age and sex of the child.

The student information utilized was obtained from the Census Office in the Division of Pupil Personnel. Students selected for the project included boys and girls in grades four through six and girls only in grades seven through ten.

Names of selected students were written onto magnetic tape by the computer and arranged in alphabetic sequence within grade by location. Once the records were sorted into the desired sequence, they were read into the computer memory and were taken to a grid to secure the score required for each attainment level of a given exercise. The marked sensed cards utilized were a continuous form which consecutively number-updated the record in the computer memory. Records of the student and the exercises were outputted onto another magnetic tape for future analysis.

The printed test cards were batched and directed to the respective schools where the students performed the tests under the supervision of

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Mrs. Zimmerman is supervisor of safety and physical education for Louisville Public Schools. Mr. Lewis is systems analyst.

teachers, who recorded the results of each exercise with a special electrographic pencil. Once the tests were completed, the cards were sent to the Data Processing Division where they were marked-sensed-punched, read into the computer system, and associated with the student's record which was generated at the time the cards were printed.

A tabulation of the computer data is used to show the rating of each age level, according to sex, in each physical fitness test.

Changing Content and Methods

Pre-Academic Skills at Sayre

Mrs. Ronald C. Endicott
and Mrs. William Burckle

The innovative program of Sayre School is actually two programs that dovetail to provide testing and development of the pre-academic skills needed by children to perform classroom tasks, particularly those tasks in the area of reading and writing and the thinking processes.

The developmental testing program (Spade-Sensory, Perceptual and Motor Development Education) falls into no specific curricular area, because it is pre-academic in nature. It deals with the firming of the pre-academic skills which are necessary for academic success. The program is based on well-known, documented research compiled by Dr. Arnold Gesell; Dr. N. Kephart; Dr. Maria Montessori; Sequin Schools, Seattle, Washington; Dr. G. N. Getman; Dr. Jean Piaget; Winter Haven Lions Club Center, Florida; Drs. Robert and Glen Doman; Dr. Carl Delacato, and Dr. Darrell B. Harmon, to name only a few.

Children start development with large muscle, three-dimensional skills and concepts and make a transition to the fine muscle, two-dimensional skills and abstract concepts used in the classroom. These pre-academic skills should be developed in a child in a proper sequence. The skills include recognizing and forming basic shapes: circle, square, rectangle, plus, X, and diamond (capital and lower case manuscript characters and numbers are formed from these basic shapes); having the ability to operate on both vertical and horizontal planes (used in copying from the chalkboard);

Mrs. Endicott and Mrs. Burckle are teachers at Sayre School, Lexington, Ky.

having an awareness of how the body works (used in forming speech sounds, knowing right side from left side, etc.).

Hopefully, a child with the proper sequence of training in pre-academic skills will have no difficulty in learning to read and perform other classroom tasks. Most children get these cultural experiences at home. Our program is designed to diagnose and train those children who have not had these sequential experiences.

An example of sequential development from large muscle, three-dimensional to fine muscle, two-dimensional skills is having a child learn the concept of a square using the following pattern:

1. Walk a square on the floor following a wooden, 3-D pattern.
2. Make a square out of pipe-cleaners.
3. Draw a square in sand.

Then he would go to two-dimensional tasks:

4. Draw a square on a chalkboard.
5. Draw a square on 18x24 paper while seated on the floor.
6. Draw a square on 8½x11 paper while seated at a desk.

This sequence starts with large muscle, three-dimensional skills on a vertical plane and develops until the child is working with fine muscle, two-dimensional skills on a horizontal plane, the skills necessary in the classroom.

Our program is planned for children of "normal" intelligence who have no known physical defects but who are not achieving to their expected potential in the classroom. It is directed to pupils in grades K-2 specifically, because the earlier a deficit is found, the easier it is to correct. After age 10, success in retraining decreases because of emotional problems. (Testing has been done with older children after referral by the Master of Guidance and Counseling in order to evaluate a learning problem. No training has been done at this level.)

The classroom teacher evaluates her pupils; she recommends for developmental testing any that she feels are not achieving their academic potential. With the parents' permission, all senses are tested, as these are the avenues for information to enter the brain. SPADE (Sensory, Perceptual and Motor Developmental Education) describes the areas tested.

The second program, elementary physical education, has two main objectives in relation to the SPADE program. One is to act as another method of finding children who are weak in pre-academic skills. The other is to serve as a preventive program for all children in grades K-2 by using many of the techniques of the SPADE training program. The physical education program is designed to help the children know themselves and their

environment and thus be able to relate more adequately to new problems and their solutions.

The physical education program and SPADE place much the same emphasis on the basic concepts involved in all learning, such as spatial and body awareness in both vertical and horizontal planes, transition from the concrete to the abstract, and verbalization of the thinking process. In this same way, the attempt is also made to reinforce classroom learnings through movement and motor understanding. This is accomplished primarily through the problem solving, exploratory approach in which the child is encouraged to find his own answers to movement problems.

The elementary physical education program is divided into four major areas: tumbling and gymnastics, games of low organization, dance and rhythmics, and movement exploration. The equipment used is that found in most gyms: balls of various sizes; jump ropes; and gymnastic apparatus, such as uneven parallel bars, balance beam, and Stegle. Some examples of this approach follow.

for kindergarten

——*Letter sounds* – using names (Crows-Cranes) for game sides. We try to use names which enforce the letters learned that particular day. For example, when one class was learning the "T" sound we played "Turkeys and Toucans" rather than "Crows and Cranes."

——*Shapes, colors, direction* – Rather than always using the first part of the period after free play for conventional exercises, we find our "space" (one's place on the floor) and then on command run to a shape on a color which can be found in the gymnasium. This also helps to identify those children who think for themselves and those who only follow. Also, in playing a game such as circle tag, the children run counter-clockwise, in the same way they draw "O's" in the classroom.

——*Verbal usage* – understandings of words, such as *on, behind, over, under, sideways, forward, backward,* etc. The children are asked, "Can you roll sideways on the floor? Stretch out? Tight like a ball? Can you roll forward? Backward? This, of course, is also an introduction to tumbling skills. They might also be asked to find a line and stand on it, stand behind it (in relation to the teacher) or stand with a foot on either side of it.

We still use the same basic program as before but enlarge the challenges. For instance, rather than just finding any circle or rectangle the children would be asked to find a specified rectangle or circle in a vertical or horizontal plane, such as, a blue circle in a horizontal plane (the center circle of our basketball court).

The area of mathematics is easily brought into the gymnasium. Second graders who are learning fractions experiment with movement in giving meaning to abstract terms such as ½ and ¼. They are given instructions to make a quarter or half body turn and to determine how many half turns it takes to make a whole turn or half turn. When they return to the room, the teacher draws a circle on the board and discusses fractions in the same manner they have been dealt with in physical education class. A class that is learning intersecting lines marches this as a drill in the gymnasium.

Some science concepts can also be developed in the gymnasium. A child might be throwing a ball to another child. The children are told to move further apart and are given the question, "What do you have to do to the ball now to get it to the other person?" Through experimentation, the children find that either the ball has to be thrown harder or thrown higher to travel the distance. This relates to classroom learnings about the relationship between gravity and trajectory.

In the reading areas, we do interpretation of poems or stories which have been used in the classroom. The reading then takes on another dimension through physical expression. We also do rhythm clapping of word syllables and walk out alphabet letters on the floor.

The above are just a few examples of many ways classroom learnings and gymnasium learnings can be related. What determines the success or failure of this type of teaching is the presence of the classroom teacher in the gymnasium during the class period. The classroom teachers and the physical education teacher work together to insure that the physical education program carries over into the classroom and that the classroom learnings are utilized in the gymnasium. Without this involvement, the program loses its unity and effectiveness. It is an activity which becomes a means to an end as well as an end in itself.

The Negro in American Life

Rena Engleman

There is now a wealth of resource material concerning the Negro's contribution to American life. School, professional, and public libraries highlight volumes depicting leaders and movements in Negro history and culture from early colonial days. The novice might acquire for beginning the booklet, *The American Negro,* a history in biography and pictures, and the companion piece, a mural, *A Picture History of the American Negro.*

During the summer of 1969 a committee of three teachers (Mrs. Genevieve Boone, Mrs. Georgia Hannibal, and Mrs. Rena Engleman) of the Louisville Public Schools prepared a guide, *The Negro in American Life,* to be used by elementary teachers. Emphasis in recorded Negro history has been placed on important contributions to all phases of American life, including work, service, education, church, citizenship, democracy, literature, science, military service, sports, and music.

It is highly desirable that the material be used wherever it is appropriate in the curriculum and not as a subject separate and apart. For example, valuable contributions of scientists and doctors should be a part of the prescribed science course. We have long given recognition to Dr. George Washington Carver (1864-1943), who helped farmers scientifically improve the methods and crops. Let's be aware also of Dr. Charles Drew (1904-1950) who developed the ideas of banked blood and blood plasma; Dr. Ernest E. Just (1883-1941), recipient of the 1915 Spingarn Medal. who did valuable research in cell structure; Dr. Percy Julian (1898–),

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researcher of the soybean and developer of essentials in the production of cortisone; Dr. Daniel H. Williams (1858-1931), the first doctor to operate successfully on the heart, and other prominent Negro scientists.

Teachers of the primary grades may select from a list of heroes and great Americans. Perhaps two Negroes of historical significance can be presented each month – two personages they can learn about. Story time is an ideal and richly rewarding time for the teacher and the class to learn about someone important in our history: Estevanco, the explorer; Crispus Attucks, the patriot; Benjamin Banneker, an astronomer, mathematician, surveyor, and mechanical genius; Paul Cuffe, humanitarian and businessman; and Jean DuSable, founder of Chicago – all of whom contributed to the early years in America.

From the eighteenth and nineteenth centuries we suggest Frederick Douglas, a brilliant orator, writer, editor and leader; Paul Laurence Dunbar, poet; Jan Matzeliger, inventor; Sojourner Truth, antislavery speaker; and Harriet Tubman, "a conductor on the underground railroad."

In our own century we may choose from a varied and long list of notables including Marian Anderson, musician; Mary Bethune, educator; Edward Brooke, politician; Ralph Bunche, world diplomat; W.E.B. DuBois, writer and one of the founders of NAACP; Duke Ellington, musician; Matthew Henson, explorer; Langston Hughes, writer; Martin Luther King, eminent leader in civil rights; Thurgood Marshall, Supreme Court Justice; Sidney Poitier, actor; Booker T. Washington, Roy Wilkins, Carter G. Woodson and Kentucky-born Whitney Young, Jr.

Each personage contributed something of value to our heritage. As we become familiar with the lives of these great Americans, many of which have been related, recorded, and emphasized only recently, we lead children in classrooms to discover new facets of history.

Following are a few suggestions for integrating the materials in Negro history and culture through the curriculum.

–A calendar of birth dates of outstanding Negroes can be a guide in presenting one to four lives each month, according to the age and interest of the grade level.

–A true story hour can reveal and teach values as students consider how suppressed people became leaders and towers of strength through personal sacrifice, hardships, and courageous stands.

–Finding a historically significant Negro from each state can become a class project.

–Negro musicians and entertainers can be brought into the classroom with audiovisual aids.

—Use collections of the Negro's poetry which reflect feelings, thoughts, imagination, and reaction related to his experiences; for example, *Gladiola Garden*, by E. Newsome; *Christmas Gif*, by C. Rollins, *Poems to Be Read Aloud*, by A. McFerran.

—Have in your classroom a reference collection of large pictures of important Negroes in American history. Several excellent collections are now available.

—Literature written by Negroes or adapted from African folklore will enrich listening experiences.

—Use recordings of African music for rhythms, dancing, toy rhythm bands, and as background music for drama, art, and role-playing.

As a word of precaution, avoid making this study a unit. Instead may this untapped study of Negro culture and history be a source of mutual learning for the teacher and the class. Enthusiasm for this learning can be caught by the students if the teacher is familiar with the contributions of American Negroes and appreciative of their gifts of heart and brain.

Carter Goodwin Woodson (1875-1950) has said: "The achievements of the Negro properly set forth will crown him as a factor in early human progress and a maker of modern civilization."

This English is for Real

Betty Smith

"Man! This English is for *real!*" was recently expressed by a junior high student in her journal entry. For Veronica, this reveals an overwhelming change in attitude. Previously, Veronica's writing experiences have been scarred by a red pencil.

Several months ago she completed a writing assignment in her English class. The paper describes two teachers who purposefully staged a dramatic and chaotic encounter. The paper contains many errors. In the first paragraph, for example, Veronica says, "They was hating each other and fighting and arguing each other. I see some of the people in the class was disturbed by if they had thought they would not have been either. Miss Jones had on the board, 'Hate or Communicate.' They was suppose to be fighting but I knew that it was a play."

Unaware of these errors, Veronica places her paper on the teacher's desk. She is not worrying much about the grade she will get and she will not be alarmed if the paper comes back covered with notes and phrases in red. After repeated experiences of the red marks appearing on her paper she lacks enthusiasm for this *thing* called "English."

To Veronica's surprise, the teacher returns the paper unmarked. She is directed to a tape recorder, where she will read her paper aloud, record it, and with the help of her teacher, compare the oral reading to the written manuscript.

Mrs. Smith was learning program director for the Title III project at McNeill. She is currently serving system wide in Bowling Green Schools.

She will discover that the sentences in her paper will be transformed by her reading. Veronica will hear and see the differences that exist between her written and oral language. The tape recorder can help her make writing as effective as her speech and change her concept of English.

Changes have occurred as Veronica and her classmates have become involved in Oral-Aural-Visual (OAV) English Program. Now in its second year, the program is modeled after a three-year research project conducted at the Burris Laboratory School, Ball State University, and field tested in five Indianapolis schools. During the current school year the OAV English program was adopted and implemented in four junior high language arts classrooms.

It has long been felt, and student and adult surveys support the fact, that English, as taught in many schools, is very unpopular and unnecessary. Therefore, it is vital to develop a program that would provide the elements and procedures to correct the existing deficiencies. The OAV program seems to offer some basic solutions.

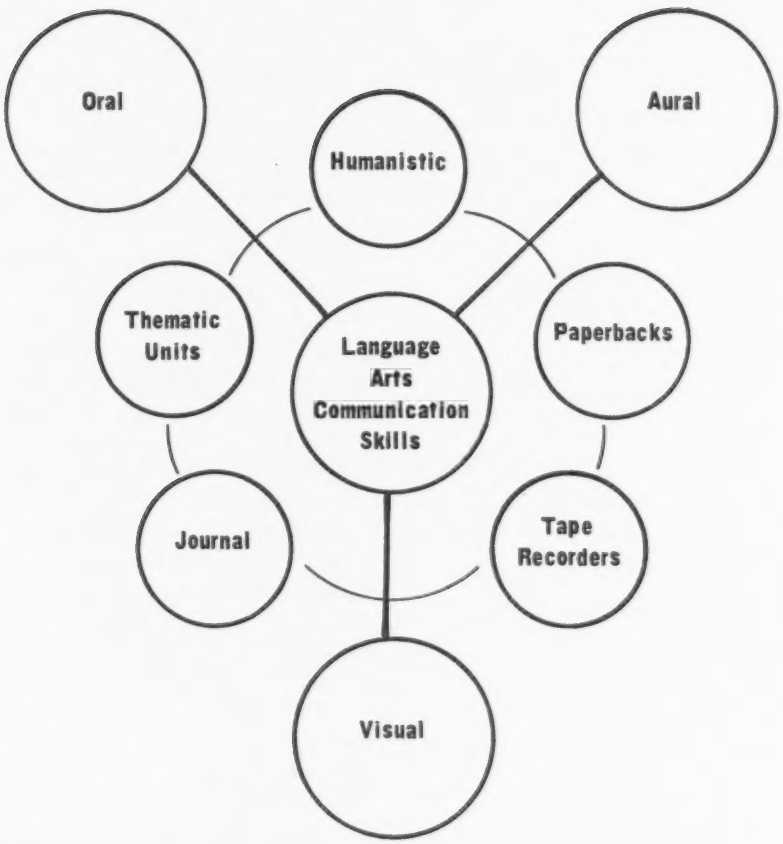
The classroom approach is humanistic. For effective execution, the teacher must maintain attitudes toward children which are consistently positive. There must be an understanding of various aspects of the learning process, and students must be assured of opportunities to communicate their experiences, knowledge, and interests. The learner is continually exploring, extending, and evaluating his experiences through vital, dramatic, creative involvement and interaction with fellow students.

The rationale for the OAV approach is that speech is the foundation for writing. The technique is one in which the student first speaks, then hears, writes, and rethinks his written work. The basic premise of the program is that to communicate successfully in the written form of our language, a person must "write with his ear, hear what he is writing" (say-hear-see). David Holbrook states, "Language, spoken and written, is to be used first, last and always to communicate."

This premise recognizes that speech is primary and thus forms the foundation for writing. It also recognizes that speech requires certain oral, aural, visual, and kinesthetic skills. In short, the student must say and hear and see what he is putting on paper.

There are specialists who suggest that one learns intuitively to "write by ear"—he hears his words in his head as he writes them. As the student writes his thoughts, he is asked to listen in his mind to his own voice sounding the syllables. When he achieves smooth and melodious speech, he has achieved the basis for good writing. This is the goal of the OAV program.

O A V
(oral - aural - visual)
Design



Bowling Green City Schools

Extensive use is made of magnetic tape recorders. They are designed to assist the student in relating his speech patterns to his writing. The headsets are audio-active, enabling the student to hear his own voice distinctly recording what he writes as he is in the process of writing. The assumption is that this facility makes each writer more sensitive to the fact that the sounds and structures he hears and then voices are related to those he produces on paper. Also, the recorder serves as a memory bank. By playing back what he has recorded, he can listen, read, and check his manuscript. This operation serves to create stronger fusion between thought and language.

The students have access to the writing laboratory within the confines of the classroom. It contains ten writing carrels, each equipped with an individually-operated cassette tape recorder, microphone, and earphone handset. Planning is very essential for proper utilization of this technique.

The year's work is divided into six thematic literature units. The major concern of each unit is to provide a variety of oral-aural-visual stimuli.

The primary aim of the staff is to give each pupil numerous opportunities to use language to communicate rather than to expound about how it ought to be used. In the six units, a student studies literary selections not only as they relate to the theme, but as they present opportunities for him to read, listen, speak, and write. They provide a "doing curriculum" also. Anything of a formal nature written by the students is made available to their peers.

Informal writing is done in a journal. Each pupil is asked to keep a record of his ideas, thoughts, and feelings. He is free to comment on anything. The main purpose of the journal is to provide the student the opportunity of self-discovery. It has proven to be a very satisfactory psychological tool. The teacher's comments in the journal are always positive and understanding. They are more concerned with *what* the student is saying than with *how* he says it. The student considers the journal his personal property. The freedom of expression creates security and confidence that produces a wholesome self-concept. This procedure has implications for actualizing the pupil's potential.

Smorgasbord reading is another facet of the program that has cultivated unending interest. Classroom teachers have completed extensive study in the utilization of paperback books and their effectiveness. The students have several hundred paperback selections from which to choose. There are a variety of books presented for each theme. *All* students have an opportunity to read and be successful. Of course this makes the program extremely individualized. After a pupil has read a book he writes a reaction

card making a comment regarding the book. This card is placed on file so that other pupils may preview a book before reading it.

The students are read to frequently by the teachers, who try to illustrate the dynamics of the "saying" or "telling" voice as compared to the reading voice. Individual attention and small group interaction take precedence over large group procedures. Within the confines of the classroom, the diversity of activities makes an observer aware of the vivifying effect on the students. Throughout the program, the stress is on individual performance. The teachers are extremely creative with role-playing ideas. They are continually seeking new ways to motivate the children.

Recently, two hundred and seventy-nine pupils were given a questionnaire* with open-ended questions. They were directed to make suggestions for improving the language arts program. Sixty per cent wanted more books, seventy per cent wanted tape recorders and ninety per cent of the students said, "Most of the kids in my class enjoy language arts." What an impressive statement for students to make concerning a discipline that has characteristically lacked stimulation and interest.

In a midyear report, one OAV teacher wrote, "I am more and more convinced that this approach to teaching is much more effective than any testing program can measure. Pupils discover what they already know about language and interpret literature more freely than they have been permitted to in the past."

The OAV program has contributed to student performance at a greater rate than ever anticipated. They are preparing more sophisticated materials. As one teacher concluded, this program has the students "turned on." The program has allowed the students to sharpen their perceptions, thinking, and feelings about what really matters in life. Hopefully, as a result of this experience some changes in life style may take place which will enable them to have an increasing number of positive experiences.

The student attitude was best communicated in a junior high newspaper article: "Each day we are writing different things in our journals—things that we like to write about. We would hate to stop OAV."

For Veronica and many other Bowling Green students, the OAV English classroom is a busy place, a place where "literature, language, and composition" are not subjects but activities. Instead of concentrating upon what the students cannot do, the OAV teachers lead them to discover what they can do.

It is the prognosis of this observer that *all* students can function

*See questionnaire at the conclusion of this article.

successfully in the OAV program. Therefore, the philosophy and techniques involved should be made available on a universal basis to *all* students.

Yes, for Veronica "this English is for real!"

questionnaire

This year you have been working in a new Language Arts program and before beginning a new theme you will need to evaluate the program.

In the following statements you are to check the box of your choice. You will be able to answer all of the statements.

	Yes	No
1. I enjoy reading more now than last year.	249	30
2. I pick up a book to read in my spare time.	223	56
3. I find I'm beginning to enjoy certain authors.	155	122
4. I am reading more at home.	174	104
5. I'm learning new words through reading.	248	31
6. I'm able to identify myself with people in the stories.	216	63
7. My reading is helping to give ideas for all my work in school.	196	83
8. I've heard of other books I would like to have for my own library.	235	43
9. Reading is helping me to learn to know more about myself.	172	107
10. Reading gives me ideas about the kind of person I would like to be.	240	39
11. Now, I find it easy to put thoughts down on paper.	191	88
12. I enjoy writing.	183	93
13. I do some writing in my spare time.	135	143
14. I think I write better this year than in the past.	249	40
15. My journal is helping me to know about myself through writing.	180	97
16. I like to read what I write to other people.	181	97
17. I find myself wanting to write about things not assigned in class.	169	109
18. I'm proud of my writing.	163	116
19. I like to use the tape recorder.	262	17
20. The recorder helps me with my writing.	189	73
21. The kids in my class have good ideas.	242	36

22.	I enjoy listening to our group discussions.	230	47
23.	I try to say something every discussion period.	201	77
24.	I like to express my ideas to the group.	166	111
25.	The tape recorder is helping my speaking and listening.	235	43
26.	Our teacher encourages me to come up with new ideas.	236	42
27.	I feel comfortable during my Language Arts class.	238	39
28.	The teacher talks too much.	69	208
29.	Most of the kids in my class enjoy Language Arts.	236	39
30.	The teacher tells me I am doing good work.	217	51
31.	Our teacher likes us.	249	27
32.	My teacher likes me.	335	37
33.	Our teacher has faith in us as a class.	233	43
34.	I see my Language Arts teacher as a friend.	240	37
35.	I would like to be like my Language Art teacher.	146	132
36.	My Language Arts teacher understands me and my problems.	215	67
37.	My Language Arts teacher takes an interest in me as a person.	205	72
38.	The kids in my class talk more than the teacher.	213	64
39.	The teacher talks more than the kids in my class.	63	214
40.	Our teacher is interested in our ideas.	236	22
41.	Our teacher praises, or compliments our work.	224	54
42.	We have freedom in choosing books we want to read.	233	25
43.	Our teacher sees us as individual people.	215	62

Learning Vocabulary Through Movement

Elaine Leventhal

A relaxed, funful atmosphere–non-judging and encouraging–is essential to success in a "Learning through Movement" project.

The aims and objectives of the lessons are to awaken children to a greater appreciation of language, to develop an awareness of word meanings, and to instill a desire within the child to learn to read, while enjoying self-expression.

The programs tried have been varied in character, encompassing the dramatizations of poems and stories and the encouragement of the children to respond bodily to the words, phrases, and sentences of these.

Such simple objects as balloons suggest many ideas. The free use of a large room, no regimentation, no lines, music (piano or recorded)–these provide the setting for fun and learning through movement.

–*Squeeze* your balloon – *squeeze* your hand, a friend's, your leg.

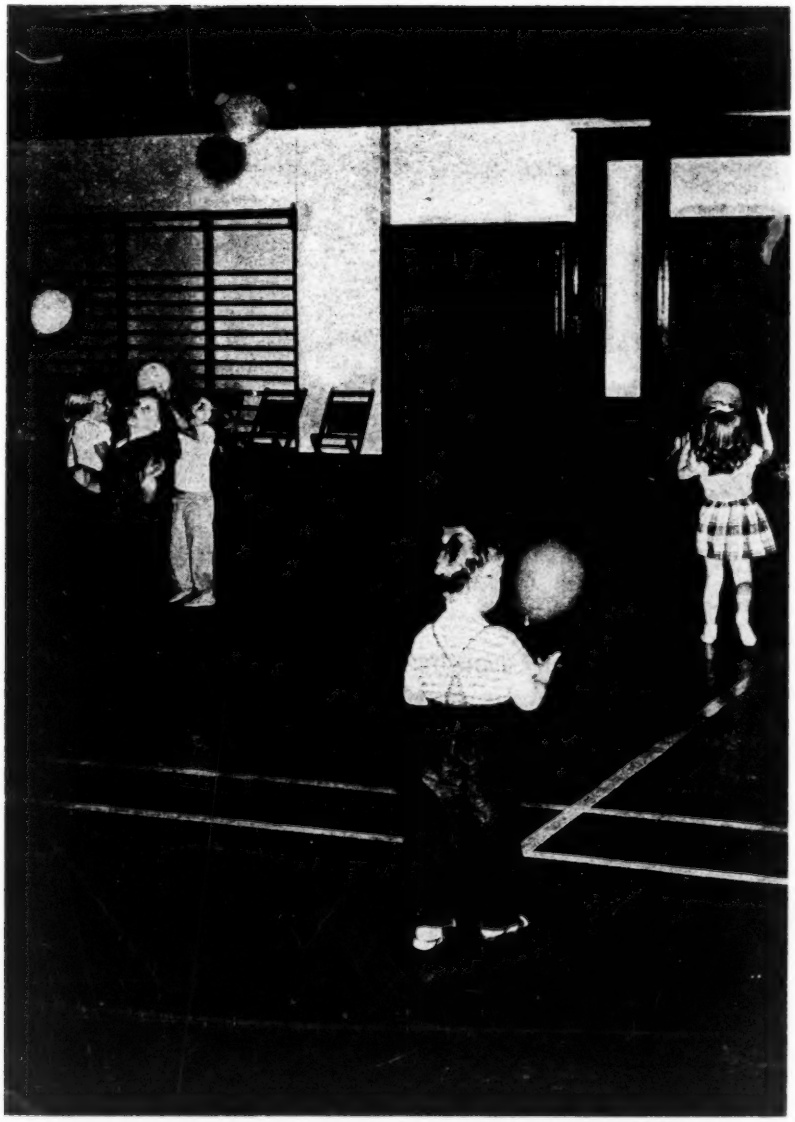
–*Toss–up* until music stops–follows directions and words *toss* and *up* are emphasized.

–As you hear *high* or *low* music *push* to *ceiling* or *floor* with your balloon.

–Hit or bounce your balloon–to wall–to chair–to me.

Many other movements can be suggested: throw, go, stop, air, blow, light, heavy, float, tap, catch, look, right hand, left hand, or foot, or hip, etc., burst, broken, pieces, pop, in, out.

Mrs. Leventhal works with the Dann C. Byck Head Start Program, Louisville Public Schools, Louisville, Ky.



After specific vocabulary is explored together the children are allowed time to explore, with music, ways to "use" the balloons alone. One child took off her belt and *struck* at the balloon, creatively releasing much aggression in an accepted way.

At these exploration times I do not impose my thoughts at all. After ten minutes or so, I pick things the children were doing and say how *high* it looked or how *far* away he *hit* the balloon or "How *close* my balloon *is* to yours, Mary!"

Children begin verbalizing to answer or to get us to look at some new creative way they use the balloon. They are very proud to repeat their *new* words we have worked on earlier. We ask such questions as, "Where is your balloon?" encouraging full sentence answers if possible or making one from what another child has said. For example, the teacher may ask "Jane, is your balloon low near the floor?" A *yes* answer from the child will get a response from us, perhaps like one of these:

—Yes, it is low near the floor.

—No, I think it's very high up in the air.

—Yes, it's low and rolling to Jimmy's foot.

Then I may ask, "Can you squeeze your balloons very strong?" "How about keeping it up with one finger?" "Have you tried kicking it *far* away?" "If you catch *mine*, I'll catch yours!" "Elbows are fun to hit with, as are knees!!" Much laughter and smiles are essential when children enjoy a movement or word. Appreciation and the reward of praise are all we use as incentives.

The many games and concepts that we play are all intended to get the children to talk to us and each other. The main thing we do is encourage them to move words as much as possible and to move unselfconsciously with them while they are learning. They don't copy the teacher. They "fly" in all directions when they see what's to be done. Ample time is given to repeat movements and words to soft music and to talk about what's "*going on*" and what happened afterward.

Concrete objects help young children in cognition; *i.e.*, when they leap *over* a puddle, walk *under* an umbrella, step *in* a box, walk *around* a chair, and *jump* in *front* of their partner, the puddle, umbrella, box, chair, and partner further reinforce *reality* for the vocabulary. After all, it's knowing the real world that allows us to feel comfortable making-believe about it.

Much basic scientific information can be imparted by movement, as can arithmetic, especially counting. Creativity takes place in the class-

room with *reality* as the basis while learning vocabulary through movement. What fun to leap three times, or jump two times, and fall down one time; to run pick two friends to skip with to the post; to rain on John's new corn plants while Mary's sun shines east and west.

Best of all are the laughs and giggles, then rapt attention when needed. As children are working with vocabulary and enjoying the activity, one begins to know this method must be *one* of the right ways to help children learn by encouraging them to—M O V E.

5th and 6th Grade Complexes at Richardsville

In restructuring the learning experiences of fifth and sixth grade students, members of the Richardsville Innovative Complex commit themselves to a stated philosophy:

The Faculty

> *We have ample research evidence to show that the more completely individualized is the opportunity for the child to select, use and respond to the learning stimulus, the more completely he may be involved–the more completely he will learn new content information–and, more important, the more apt he is to use his new-found information in a creative way . . . It must be recognized that unless a child can 'help himself' to learning from appropriate content experiences, he cannot be expected to rearrange this new-found information into new forms which represent his own personality and individuality. To ask a child to be creative out of nothing is an empty hope.* (Educators Guide to Free Tapes, Scripts and Transmissions, *Walter A. Wittich, comp. and ed.*)

Building upon the premises of this statement, the teachers of both grade levels have revised methodology and, to an extent, content and ma-

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Ed. Note: Principal E. J. Decker, Jr. and team members Mary Alice Oliver, Irene Hinton, Pamela Swartz, and Larry Hughes drew up the document upon which this article is based. The Richardsville School is in the Warren County School System, Bowling Green, Ky.

terials. For example, these grade teachers are attempting this year to orient their students in a self-directed study program.

Students are given study units and encouraged to work together; yet at the same time each works at his own speed and according to his own ability. Depending upon the student's level, various activities are planned for him. Students are placed in T-groups and at tables. Each T-group consists of three students of three levels of ability. Hence, whenever a problem arises, a student may seek help from someone in his T-group, thus learning from his peers.

A unit of study is introduced by the lead teacher in an oral lesson. The group is then permitted to advance on its own, being able to have consultation with the teachers whenever they deem it necessary.

There is, in the program, what teachers like to term "organized movement." This movement is used in searching for information in numerous resources, both in the classroom and in the resource center located at the end of the hall. Resources range from various texts to encyclopedias, but students also have at their fingertips tape records, cassettes, filmstrip viewers, and record players with head phones to supplement reading materials.

After a project is completed the student fills out an activity evaluation sheet. The activity is then evaluated by the teacher and graded. When an entire unit of work is completed, the student fills out a unit evaluation form listing at least four understandings or values he has received from his work. The teacher gives a unit grade and a test grade, again adding her remarks. The booklet is then taken home, with the understanding that the parents read the remarks, sign the unit evaluation sheet, and return the work to school. Parents are asked to add any remarks they may have regarding the work. The unit evaluation sheet is then kept in each child's file.

This program is in the embryonic stage and will need time to develop to fill the needs of all the students, as well as to fully utilize the capacity of the teacher. A beautiful fact about the beginning stages of this program is that if one method is not working, another may be tried. There is complete freedom in the movement of education.

In restructuring the experiences of sixth grade students and teachers, several basic ideas have emerged. One of these is the teaming of two teachers. In each subject taught, one teacher serves as depth teacher, doing the introductory work, the directional work on tapes, and the testing. The other teacher is the supervising teacher, providing general guidance, aid, and stimulation in the same subject. Teachers plan all unit work together but each acts as depth teacher in only half the subjects taught.

Small group techniques constitute an important part of the program. Students usually work in units of three people, but they may work by ones, twos, or in larger groups as needs arise. These "T" groups plan their daily work together, absorb, experiment, challenge, agree, disagree, and explore together. Ideas and information are considered of little value unless discussed, challenged, enlarged, and experienced by the group action. Facts are not the purpose of the studying together; the understandings, awarenesses, and the implementations of facts are the most important things to happen to students.

Special units of study are prepared by the team teachers. These are developed not for the teacher's use, but so that students can work on them at their own levels of ability and need. Directions, interpretations (what might be called the normal 'lecture' topics), possible project work, and difficult areas are all prepared on tapes, charts, displays, utility carts, etc., so that students can move through the units as rapidly or as slowly as need be and self-direct themselves in all phases of the unit of study.

The basic unit structure is determined by the nature of each subject. In science, experimentation and exploration are emphasized. Math is learned in workshop style. Social studies units focus on discussions and project development. English becomes a research experience with student-made units of study. Spelling becomes a word analysis program requiring the use of all knowledge in word study. The reading program has three aspects:

——Reading Forum*: Student led discussion groups made of members from different "T" groups.

——Individualized Reading Program: Work on special reading problems.

——Enrichment Reading Program: Specially prepared reading room for a variety of experiences.

Health utilizes verbal communication experiences such as fish-bowling, debates, reports, etc.

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*Developed by Kyle McDowell, Fort Knox Dependent Schools.

Individualizing and Strengthening Social Studies

Joseph Guthrie

The fundamental purpose of formal education is to acquire knowledge and skills which allow one to derive greater meaning from his experiences. The principal task of the social studies teacher or co-ordinator is to develop those skills and concepts so that students may better understand their social and physical environments.

With the tremendous explosion of knowledge and the rapid changes taking place in the world today, the social studies staff at McNeil, agreeing that changes in the curriculum were necessary, identified five essential aspects of the new curriculum:

——placing a greater emphasis upon the world scene and introducing children to the world as a whole early;
——using an interdisciplinary approach – content from all the social sciences, without setting up separate courses for them;
——using the inquiry process as a means for encouraging and developing critical thinking;
——organizing the curriculum around concepts, generalizations, or big ideas;
——and recognizing the research in child growth and development and in cognitive learning.

The major theme of the McNeil social studies program is the study of man and his relationship with his physical and social environments. The

Mr. Guthrie is director of social studies at McNeil School, Bowling Green Schools, Bowling Green, Ky.

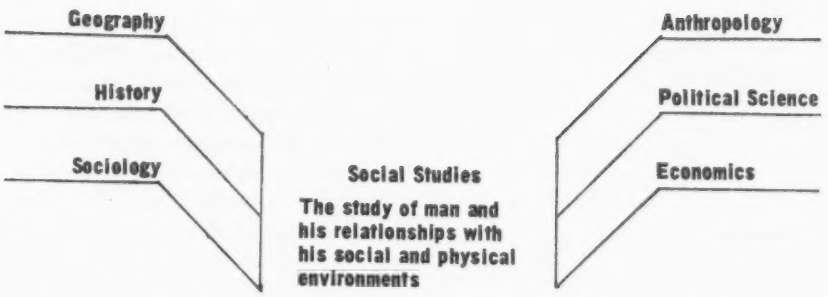


Figure 1: This diagram represents an interdisciplinary approach to social studies. In some cases a single discipline might occupy the position of central importance but would draw upon the other related disciplines for concepts to illuminate the topic under study.

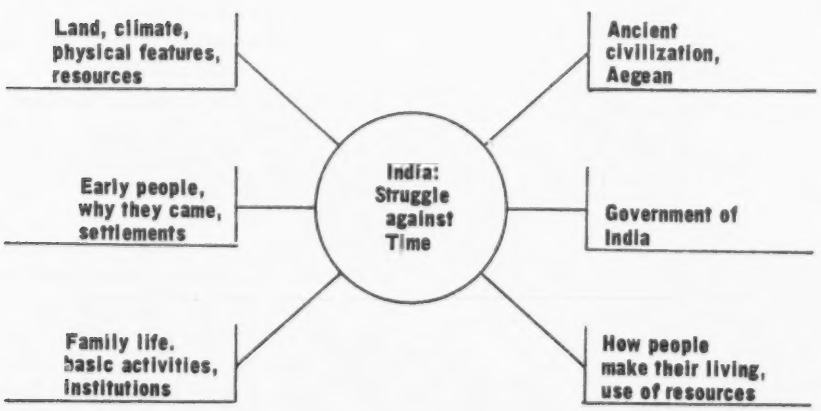

Land, climate, physical features, resources
Early people, why they came, settlements
Family life, basic activities, institutions
India: Struggle against Time
Ancient civilization, Aegean
Government of India
How people make their living, use of resources

Figure 2: This diagram parallels figure 1 and shows how the various social sciences might contribute to a specific topic.

major objective is to develop thinking students who are aware of their societal obligations and fulfilling their needs as individuals. To reach these goals, the social studies program designed a multi-modal approach.

One mode used was the interdisciplinary approach. This approach allows the program to draw from all the social sciences – economics, geography, political science, anthropology, sociology, and history. In the study of a country, such as India, the co-ordinator may draw upon any of the content of the social science disciplines.

A second mode used was a conceptual approach, by which the curriculum is organized around big ideas and major concepts. The framework for this was suggested by "A Proposal for the Social Studies," developed by the Wisconsin State Department of Education. With this guide, the staff was able to pinpoint major concepts of the various social science disciplines.

Economics: scarcity, specialization, interdependence, economic decisions, business cycles

History: change, continuity, cause and effect, nature of evidence, values and beliefs

Anthropology-Sociology: man, problems and needs of institutions, cultural universals, cultural change, patterning of behavior

Geography: spatial relationship, maps, region, linkage, new geographies

Political Science: decision making, law, ideology - philosophy, citizenship - leadership, institutions

Concept variables are also listed. These variables suggest the specific concept or idea that should be developed and at what particular level it best fits. For example, under the social science discipline of geography the major concept, spatial relationship, is listed. At the first and second levels this concept is introduced by having students construct maps or study maps already made of the home, school, and neighborhood. The ideas that the home is a certain distance and a certain direction from their school are developed through activities that enable students to see that their home is also a certain distance and direction from other homes in the neighborhood. In the third level course of study, the concept of spatial relationship is extended by having students do activities based on the following ideas:

——The community is located on a revolving sphere.
——There are many other communities located on this sphere.
——The communities are a certain distance and direction from each other.

——It takes longer to get from some communities to others because of the distance and also because of the way chosen to travel.

The conceptual approach provides for a sequential and cumulative social studies curriculum 1-8. It can be expanded for K-12. Experiences at each level are built upon previous learnings and are broadened in later studies. This allows the co-ordinators to know what experiences a student has had and which will be developed in the future.

Major concepts and generalizations are developed through the inquiry process, which parallels the process used by the social scientist. Concepts and generalizations are open to continual experimentation, validation, and reconstruction. These procedures do not offer "final truths." Instead, they provide awareness of the tentativeness of generalizations. Generalizations or concepts act as a springboard by which students constantly seek to verify and re-examine their understandings in the light of new evidence.

The social studies staff stresses the inquiry skills of observing, classifying, inferring, measuring, communicating, interpreting data, formulating questions or hypotheses, and testing hypotheses.

Skills are introduced in the learning experiences of students not at a certain grade level but whenever the students' need and ability are recognized. Observing, classifying and communicating are introduced first. After development of these skills has begun, predicting, generalizing, and hypothesis testing are introduced. Interpreting data, measuring, and formulating are introduced last. There is continuous development of these skills in school years 1-8.

plaza a social studies (levels 1-4)

In the first and second years the social studies program is correlated with the reading and language arts programs. Activities are reading, writing, making picture books, role playing, discussing the family and families around the world, learning about the school and citizenship. Concept variables are also developed from economics and geography. Learning pacs used in the first two levels develop the theme of individuals and families around the world and include McNeill School, A Rural Neighborhood, Community Helpers, Mr. Ed at the Louisville Derby, Patriots and Patriotic Holidays, Families Around the World, Pedro of Mexico, On the Farm, Readiness for Map Skills #2, Which Way, Going Places and Map Skills Booklet #3.

A full time social studies co-ordinator serves the third and fourth levels. At level three the course of study centers around the "Community" and at level four, "Regions of the World." As in levels 1 and 2, the courses of study are broken down into smaller units of study called "learning pacs." The learning pac has five important ingredients:

——It is concept centered.
——It states behavioral objectives.
——It has multi-dimensional learning materials.
——It provides for pre-test and post-test evaluations.
——It gives clear directions but allows for self-initiative.

In the learning pac, the student is required to do certain activities which will develop the concepts, skills, or attitudes desired. The objectives are stated behaviorally so that achievement is observable and measurable. The required activities give the student the necessary information to allow the performance to be successful. Listed are books to read, pictures, filmstrips and cartoons to view, and maps, tables, and graphs to construct. The co-ordinator further directs the learning by having students answer questions of varying degrees of sophistication.

Individual differences are accommodated by different methods of instruction and evaluation, resources used, and/or work in topics that supplement each course of study. Students who are able to use materials on a higher level are referred to those materials. Students who would be over-challenged in doing the basic pac are put into supplementary material which requires them to do activities on their ability level.

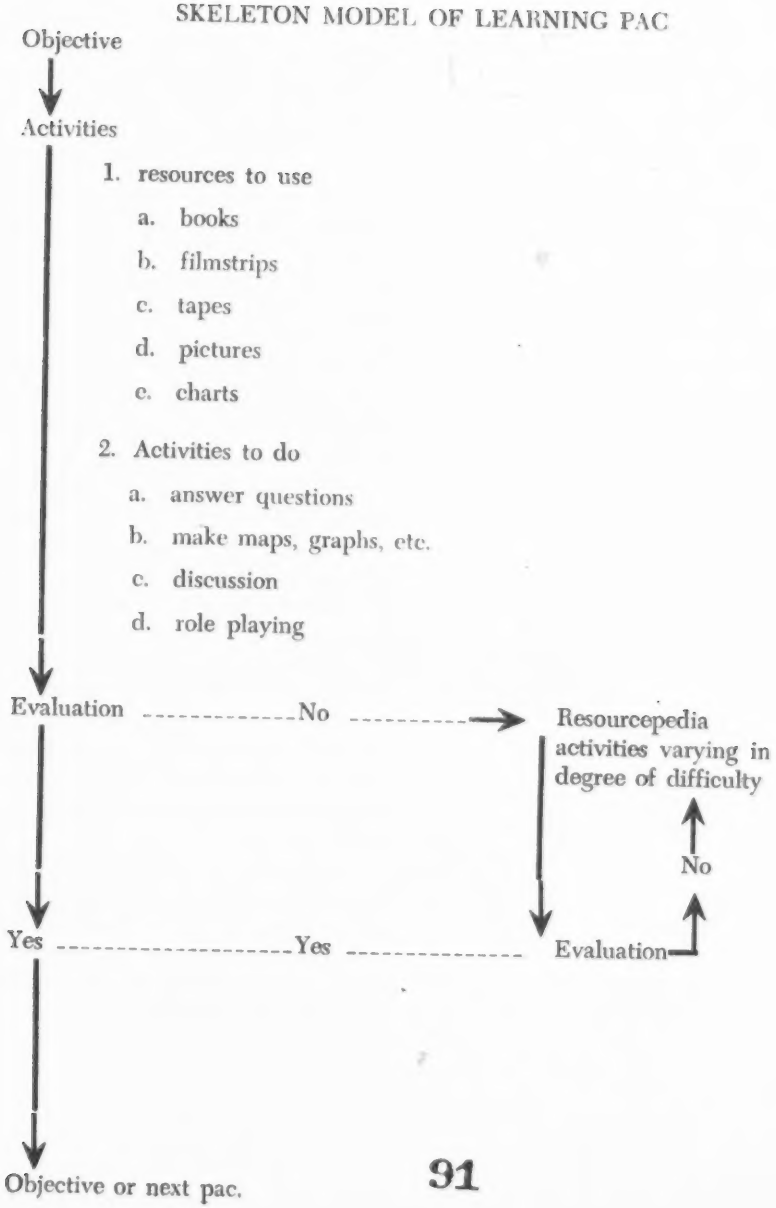
As the student finishes the required activities for a particular objective of a learning pac, one of three alternatives is followed.

1. If the student feels the objective can be met without further work and has no great interest in the subject, he may go to the co-ordinator and proceed with the evaluation–an assessment made by both the student and co-ordinator. If the student achieves the stated terminal behavior, he proceeds to the next objective.
2. If the student has a keen interest or the co-ordinator feels such interest could or should be developed, the student refers to the resourcepedia – a list of additional activities ranking in difficulty which will help the student to "overachieve" the objective.
3. If the student is having difficulty while doing the required activities, he selects or the co-ordinator refers him to an activity in the resourcepedia which is best suited to his ability. When alternative three occurs, the student and/or co-ordinator use this avenue as a recycling instrument.

The student is re-cycled as many times as necessary in order to achieve the objective.

There are approximately ten learning pacs in each course of study at the third and fourth levels. More learning pacs are being developed. A student is expected to complete at least six pacs in each level. However, some students complete more.

SKELETON MODEL OF LEARNING PAC



plaza b social studies (levels 5-8)

Plaza B has three full time co-ordinators in one large area made by removing the wall between two regular classrooms. Here all resources and audio-visual equipment for social studies are located. When a tape, filmstrip, resource book, wall map, or chart is needed, the student will find it at his fingertips.

Plaza B programs follows the same approach used in Plaza A. There are four courses of study in which the major concepts are built. When students move from Plaza A to Plaza B, they are put into the first course of study, "The United States Yesterday and Today." The first learning pac used is "Kentucky: Land of the Great Meadow." To finish this course of study, students are expected to complete eight of the learning pacs. They may do more. At completion of this course, students move into the next, "Selected Countries of the World." They study these countries in depth and are required to do learning pacs on "England," "Changing Africa," and one on either Greece or Egypt. They then may choose four of the other learning pacs.

Upon completing the course of study, "Selected Countries of the World," the student has the choice of working in one of the other two courses of sudy: "American History" of "Basic Issues of Today." The student will work in the other course of study the following year.

There is very little repetition of content in the four courses of study. For example, "United States Yesterday and Today" postholes in three periods of American History: Exploration; Colonization; and Westward Movement. In "American History," different eras are postholed.

Group interaction is still an integral component of the social studies program. Students are assigned to small, heterogeneous groups ranging from ten to seventeen members. Each group meets once a week with the co-ordinator to discuss the major concepts for their particular course of study.

Co-ordinators in our social studies program are no longer predominately dispensers of knowledge. A new relationship between co-ordinator and student develops. The co-ordinator becomes a diagnostician of need and skills development and serves as a data source when necessary. The student often sees the co-ordinator as someone to help him and not someone to teach him facts.

Involving People Who Care

Volunteer Tutoring Program

C. Gerald Summerfield

Volunteer one-to-one tutoring was designed to reinforce academic skills by supplementing a student's classroom experience. The children included are primarily inner-city second-through-sixth graders who, in the judgment of their teachers, are not working up to a satisfactory level.

Teachers recommend children to the program, usually after the first report card is issued, indicate what type of help is needed, and then give assignments for the weekly 60-minute tutoring sessions. In addition to being recommended by his teacher, a candidate for tutoring must have his parent's permission to participate. Records are kept on every child and the progress he makes during each tutoring session is noted.

The one-to-one pupil-tutor ratio is the secret of the program's success, as individual attention instills in most of the children a more positive attitude toward their school work. This, coupled with the actual tutoring, is resulting in improved academic achievement.

Students recommended for tutoring are often plagued by many problems; most of them relate to their home environment but directly affect the pupil's rate of achievement, particularly in the areas of vocabulary, auditory discrimination, and comprehension.

To help volunteers do a more effective job, a sixty-page handbook stressing the three above-mentioned weaknesses has been prepared by Dr. Grace Champion and the Office of General Supervision, Louisville Board

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Mr. Summerfield is coordinator of volunteer services for Louisville Public Schools, Louisville, Ky.

of Education. The handbook (1) defines the problem for the tutor; (2) presents a usable word list; (3) gives a number of activities to do to strengthen the student; and (4) names a handy source of materials for use in the activities.

Tutors are recruited through churches, schools, clubs, P-TA's, and other interested groups of persons by the volunteer coordinator. Volunteers receive training in such subjects as the "Disadvantaged Child" and "How to Give Help and Techniques of Tutoring." At present there are approximately six hundred volunteers at work with Louisville Public School children.

Tutoring centers are located in churches, libraries, community centers, and the schools themselves; all are within easy access to the children they serve. Most locations operate on a particular weekday from 3:00 or 3:30 for an hour; some tutoring is done during the school day, at times when it is feasible to schedule the removal of a student from class for fifteen or twenty minutes.

The out of school centers, operating after school hours, may have as many as thirty tutoring teams (pupil and tutor) in the building on a given day. A number of materials, which comprise the "Library," are kept in a central place for use by the teams. One volunteer is responsible for the library, taking roll, and caring for emergencies of whatever kind may arise. He is in general responsible for the center. The librarian makes available the needed forms and materials. At the end of each session, tutors indicate on a form the academic material that has been covered and plans for next week.

A reminder slip is filled in for the child to receive from his teacher on the next tutoring day. These reminders are collected by the librarian and delivered to the school clerk who gives them to the teachers. Each teacher then fills in the homework assignment for the next tutoring day and gives it to the pupil as he leaves school.

Experience has proved that the reminder is essential, because the children tend to forget from one week to the next. It also gives weekly contact with the teacher.

It would appear that with only one contact per week, the program would fail to produce the needed results; however, the strength of the program is in the personal relationships developed between tutor and child and the resultant positive attitudes toward school rather than a certain body of material covered per week. When the pupil learns that academic achievement pleases his tutor, the tutee seems to try harder, do better, and begins to sense the satisfaction of success for himself. And after all, that's the name of the game.

New Concepts at Burkhead

Pearl Miller

With an optimistic and determined principal, a staff that is willing to teach differently and work hard, the support and encouragement from the superintendent and the Board of Education, the cooperation of the parents, and the patience of the children, a nongraded, team-teaching program was implemented in 1968. This was done with a great deal of success without additional funds at the G. C. Burkhead Elementary School in Hardin County.

The school is financed under the requirements of the Foundation Program, which is approximately thirty percent local and seventy percent state effort. No additional Foundation units have been alloted the program. The school does qualify as a Title I school, but no extra allotment was made for operating.

The 522 children represent all socio-economic groups. Many are from broken homes, from homes having only one parent living, or from homes who have members with emotional problems. The socio-economic status varies from one extreme, those who are on welfare, to the other extreme, those whose parents are surgeons, lawyers, teachers, etc. Some of the children live on farms, but most live in neighborhood settings, trailer courts, or housing subdivisions. Ninety percent of the membership is transported.

The G. C. Burkhead Elementary School is located at the edge of a

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huge, rapidly growing housing development. One reason for the rapid development is the school program which is being offered. Parents seeking enrollment for the children must live in the district; therefore, they are selling and rebuilding in this area in order that their children can attend this school. The Board plans to expand the school's facilities as soon as funds become available. Under construction in the county is another elementary school which will provide the same type of nongraded, team-teaching program.

The physical plant is designed and furnished to meet the requirements of the program. There are large open areas where as many as 120 children can work with a team of four teachers. The plant is all electric, windowless, air-conditioned, and carpeted throughout. It is a cluster-type complex with two eight-classroom structures connected by an enclosed play area. A cafeteria, offices, special classrooms, and other facilities are located in another building to the side. When the two additional clusters are added, the complex will then form an *H*.

Nongradedness is not an organizational pattern; it is a philosophy. Therefore, the best description of a school program is reflected in the philosophy of the teaching staff and the community in which the school serves. First, there was an awareness of the G. C. Burkhead staff and community that changing educational methods for the schools are a *must*. The program provides for the continuous growth of each individual child according to his ability and rate of progress. Teaching methods are based on the commitment to meet the needs of each individual child. The staff feels that an education for all children is an education for *each* child. Two of the immediate goals are education for civic responsibility and education for human relationships. Teaching the duties of a good citizen and the acceptance and respect of other people are of utmost importance in the program.

The staff believes that a child can develop more fully in an atmosphere that is free of threat and motivated by self-discovery. The best guarantee that a child will be able to deal with the demands of the future is that he is essentially successful with the present. For a child to experience success is one sure way to improve his self-image and confidence to attack future problems.

Parents are teachers, too. Because they teach at home, the philosophy of the community was important as the program developed. The best learning takes place when the two kinds of teaching – home and school – blend smoothly. Knowing that teachers respect the home teaching gives parents added assurance. Learning cannot be kept within the confines of the school. Public relations are not used to cover weaknesses or short-

comings in the school, but to let people know what the school is doing, how it is doing it, and for what reason or reasons. Cooperation comes when we have understanding. Communication leads to understanding which leads to cooperation resulting in progress. Without a question the many in-service conferences involving parents have been the key to "acceptance" of the program.

Realizing that the parents and the community were skeptical of the program because of their unfamiliarity with it, every effort was made to keep an open-door policy and to encourage parents to visit anytime to discuss and to observe the program in action. The patience and cooperation of the parents and the results of their children's efforts in the program have cemented the relationships to strong and workable situations. Parent-teacher meetings have been held at night, not as scheduled P-TA meetings, but as meetings for some particular interests. Many times each week, a full day's voluntary service from a mother is given. These mothers work as teacher aides, office help, or in any area where they are needed.

Parents of the G. C. Burkhead School have been involved in a continuous in-service program. Approximately twenty parents sat down with the teachers and evaluated the procedures of grading and reporting of the past and offered suggestions for the new program. Team groups, with a general supervisor, continued the evaluation. The faculty studied the suggested grading procedures, and then a committee group drew up the written evaluation form to be used to report the child's progress. The final form of the report was presented to the P-TA, which approved this means of reporting. The designed report is not the evaluation of one teacher but the evaluation of all teachers who are responsible for the learning activities of the child. Skills mastered replaced the *ABC* grade markings. The written report is issued at the end of each semester. This report, even though designed cooperatively by the school and the parents, will become less significant as it is replaced by more and more parent-teacher conferences to help parents understand their children's progress.

Parents often resist the teacher's efforts, especially when they think the teacher is "rebuilding" them. It is better to spend the time on understanding them. Parents have a right to know what goes on at school, and the most effective way of communicating is a face-to-face parent-teacher conference. It has been said that the face-to-face meeting is not possible because of working parents. In spite of the fact that approximately fifty per cent of the mothers and nearly all of the fathers work, the school has an average of 95% of the parents attending individual conferences with their children's teachers. Parent-teacher conferences are held once each semester. The school shares the education of students with parents and the

community. Failures rest also on homes and communities as well as the school itself. O. K. Moore in Pittsburg suggests that the school typically provides two-thirds and the family about one-third of the educational outcome.

The parent conferences require a lot of hard work; it would be much easier to report an *A, B, or C,* but schools are built for children not teachers. Since each child has many teachers, the child's progress in each curriculum area and each teacher's comments are compiled by the reporting teacher. The preparation for a conference involves many teacher-team conferences. Each child is also prepared for the conference: his work must be discussed with him as it is discussed with his parents. The teacher helps him to understand that the conference is for his benefit; parents and teacher talking together will result in all working together to help him do even better in school.

A good conference is like a good educational program in that the key is the teacher. Each conference must be characterized by the personal touch. "He is the most thoughtful teacher my child has ever had." Such a remark is often made when the teacher takes the time and trouble to add some personal touch to the often cold formality necessitated by school routine. It is the little thoughtful things a teacher does for the child that are remembered longest.

The program at the G. C. Burkhead School is not too different from that which the good teacher has been doing all the time. It is love for mankind and respect for all learners.

Hope is given in the words of G. C. Burkhead who was superintendent when the program was initiated – "In my forty-six years of experience in school work, I have never observed any group of children or teachers who are so deeply involved and so interested in the work which they are doing. Even better still, all seem to be very happy in the program."

To all involved in the program the challenges for the tomorrows are best said by William Heard Kilpatrick – "We learn anything in the degree that we live it, in the degree that we count it important to us, in the degree we accept it in our hearts for use in life."

School/Community Interaction in Murray

Eula Mae Doherty

In a continuous effort to find exciting, successful programs in instruction, staff members of the Murray City Schools have built upon an important fact: PEOPLE DO CARE. One example of the way in which the concern of the community has contributed to the school program grew out of a recognized library need.

One elementary school librarian, Mrs. Ruth Pasco, is working with approximately 800 pupils and teachers in two elementary schools. On the days the librarian was in another school, the libraries were not closed, but it was apparent that there were situations where adult supervision was needed.

Seeking solutions to the ways in which the libraries could be used more beneficially, Mrs. Pasco turned to the community. In cooperation with the administration and working through the Parent-Teacher Association in each school, she asked the parents to check a list indicating willingness and interest in donating time to help. The list was enlarged to include safety patrols and playground and lunchroom aides as well as library aides. The number of parents who checked an interest in helping in the library was gratifying. So many parents volunteered that all could not be used. These were encouraged to serve in other areas.

Since few of the volunteers had had library training or experience, meetings were set up at each school and a P-TA calling committee con-

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tacted those who had indicated an interest in helping. A schedule was arranged for three work periods of two hours each day, using three volunteers a day for six hours. Each worker received mimeographed copies of library procedures and policies, giving instructions in detail and placing emphasis on the fact that the primary purpose of the program was to help the pupils and teachers in the daily use of the library. In one school, aides expressed the desire to work at least once a month on a rotating basis. In the other school the plan was for each aide to work about once every two months. Each person working was given a schedule with the names and telephone numbers of the workers and the date and time they would be working. A list of substitutes and their phone numbers was also compiled. Each aide is responsible for getting her own substitute if she can not be present at her scheduled time. An over-all chairman was elected from the group to help coordinate future plans and information.

How is this working? Though the librarian is not able to have close contact with the aides, comments from teachers, pupils, and parent aides are encouraging. Teachers feel free to allow the pupils to use the library for group or individual work, knowing there is adult supervision. Pupils are learning the value of browsing and they make good use of the privilege of checking books in and out as needed, rather than having to wait a week for their scheduled library period. Too, there is a psychological value in the children's knowing that people in the community care enough to volunteer time to help in the school. Library aides have a tangible reward as they meet the boys and girls and help them in finding that certain book or specific bit of information. Working in the library gives them an insight into the whole educational process. It has been said that a good library is the "heart of the school" and that it is the best place to acquire an understanding of how the school program works to help each child reach his potential. This program is a fine public relations tool involving members of the community while serving also as a means toward fulfilling the goal of better library service for the boys and girls.

What are the projections for this program? If the enthusiasm continues and the workers are available, this plan could be enlarged to provide aides to work *with* the librarian as well as on the days when the librarian is in another school. Children need a great deal of individual attention, and any librarian would welcome help with large class groups. Too, there are routine procedures in processing materials which aides can be trained to do. Extra help would speed up the time lapse in getting materials ready for pupils and teachers.

band boosters

Another way in which the community helps is through the band program, under the direction of Phil Shelton. The band boosters club is 200 parents strong. These parents conduct all financial drives, man the concession stand for every occasion, and chaperone all trips. "You only have to call," Director Shelton said.

reporting to parents

Junior high teachers felt a special need to be in closer touch with their students' parents. Realizing the major adjustment necessary from sixth to seventh grade in our school system, the teachers, working with the counselor, mail a letter reporting the unsatisfactory progress of seventh and eighth graders and asking for conferences with the parents after five weeks have passed in each grading period. This is proving to be very effective and has brought many parents to the school. Through the conferences, some improvement has resulted. The number of letters has lessened over a period of time.

parents go to help

Desirable liaison between home and school has been accomplished on a limited scale as a result of parent participation in field trips, particularly those of seventh grade classes.

These trips have afforded many parents the opportunity to see their children in a situation different from that of the home atmosphere or the school classroom. Two or three parents ride on each of eight busses needed to carry the 170 students. Two teachers are also present on each bus. This not only provided more supervision on the busses, but it has also strengthened relationships between the home and the school, since parents see firsthand many of the problems inherent in planning and implementing an activity such as this. The old adage, "The best laid plans of mice and men oft go astray," holds true when applied to plans for 170 seventh grades to go on bus trips for two days. Parents compliment teachers for being willing to give of their time and effort above and beyond the classroom period. They also see some of the behavior with which teachers must cope in such situations.

lunchroom breaks

In response to an appeal made by several of the teachers at an elementary school, the Parent-Teachers Association has evolved a plan to use parents to supervise students during the lunch period and thus give teachers the opportunity to relax at one short period during the day.

Parents have in this way become more familiar with the duties of

the classroom teacher; teachers and principal realize a "more than casual" acquaintanceship with parents; students feel there is a concerted effort between their home and the school; and teachers go back to the classroom refreshed and ready to begin the afternoon classes.

100% cooperation

The Home Visitation and Tutorial Programs are funded Title I Programs. The supervisor, special reading teacher and guidance counselor come from the Title I staff.

Home visitations are made by the supervisor to students who have been referred to her by guidance counselors, classroom teachers, or principals in the Murray City Schools. If a student needs medical attention, this can be arranged. Hearing and vision tests are given. The Murray Lion's Club will furnish glasses. The supervisor can give the family information on mental health services and other community agencies, once the problem has been identified.

Murray's Tutorial Program is in its third year of existence, during which time approximately 90 children have been helped. This year, 23 children from the fourth, fifth, and sixth grades are enrolled. Volunteer tutors include retired teachers, clergymen, Murray State University students, housewives, and high school students. Refreshments are donated by departments of the Murray Woman's Club who also sponsor a spring outing and picnic. Children selected for the program are from one to four years behind in their scholastic achievement. The greatest proportion of them are from homes that are economically and culturally deprived.

Evaluation of this program shows beyond a doubt that progress has been made. Improved report cards reflect this. The change in the social attitudes on the part of the children is especially noteworthy. The program affords a "pipe-line" to the parents, also. They are beginning to lose some of their feeling of alienation from the school, and a real trust is being developed. Parents who tutor, as well as non-parent citizens, are seeing the school in a new light in today's world. They understand that new concepts and new methods are often needed to reach today's children.

The Junior High Tutorial Program is sponsored by the Community Service Committee composed of students from Murray State University and is staffed by these students. Sessions are held one night a week at the United Campus Ministry with a member of the local clergy supervising the program. The thrust is toward a "Big Brother-Big Sister" approach. Out of this program are developing recreational programs, camping, athletics, and craft activities. It is particularly significant that a large proportion of black university students are a part of this program.

A committee of concerned citizens meets one night each month as a clearing house for all of the community service programs. The committee meets in the Black Community Center and a real dialogue is opening between black and white members who serve. Mrs. Donna Mabry, Title I supervisor, is a member of the committee.

Meeting Special Needs

Re-Ed School: Help for the Emotionally Disturbed

Malcolm Patterson

New approaches to aid emotionally disturbed children highlight an unusual ESEA Title III program which completed its first operational school year in May 1970.

The unique new project for the emotionally disturbed is one of few such similar programs in the entire nation. Its center is the "Re-Ed School," a two-story remodeled brick building and a two-classroom relocatable structure at the Kentucky Children's Home near Lyndon, just outside Louisville. The school was opened in late summer of 1969.

The residential school, with a capacity of 32, is for severely emotionally disturbed children, ranging in age from 6 years to 12 years, who simply cannot function in a regular classroom. The innovative project also includes five school day-care centers for less emotionally disturbed, one each in three Jefferson County schools and two in the Omer Carmichael Elementary of the Louisville system.

In addition, there is a team of specialists to evaluate, diagnose, and coordinate the treatment process, the transition, and follow-up of children released from the residential school or day-care centers and placed in regular classes. The team also works with children referred from the public, private, and parochial schools in Region III, which includes all school districts in Jefferson, Bullitt and Oldham counties.

Part of the staff's activities involve teaching regular teachers how to

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"spot" or recognize children needing special treatment, who cannot get along in regular schools, and to work with their families.

During the first year the residential school and five satellite classrooms had a total attendance of approximately 100 children. By year's end, about 25 had succeeded so well they were able to return to regular classrooms.

Evaluations and studies by outside authorities praise the progress achieved by the project, which was approved for continuation this fiscal year. The school began this year's term in July. Officials hope the project can serve as a model for Kentucky.

Don Alwes, project director, pointed out that the children, who attend the residential school five days a week and go home on weekends, are not mentally retarded. Their I.Q.'s range from about 85 to 140, he added.

A reporter visiting the school talked with several parents, picking up their children for the weekend at home, and these parents said they already had seen marked improvements.

Alwes said he hopes there will be a big turnover in student population, with many having to stay just several months. The project was one of six chosen from throughout the nation for presentation before the President's National Advisory Council's Conference on Educational Innovation in Washington, D.C., last spring. Alwes presented a 28-minute video tape of a television film, previously shown on several Kentucky area stations, and a series of slides about the project.

Planning, development, and operation of the project has involved cooperation among many agencies and persons. For instance, the State Department of Child Welfare leased the buildings to the project for $1 a year. The Kentucky Children's Home, a unit of the department, charges only for maintenance, utilities, food for the children, and incidentals.

Education boards, administrators and other school personnel of the region, the State Department of Education (which administers the ESEA Title III program), the Division of Special Education, headed by Dr. Stella Edwards, the State Department of Mental Health, University of Louisville psychology and education departments and medical school, and many others engaged in related professional fields aided in the planning and development.

An amendment enacted by Congress in 1967 to the 1965 Elementary and Secondary Education Act requires that 15 percent of each state's total Title III allocation must be spent for handicapped children. Last fiscal year the Re-Ed School used Kentucky's 15 percent.

Some early results, spurring more hope for the future:

The first little girl to leave the Re-Ed School achieved her goal around mid-fall, soon followed by another. They both moved to special classes in separate satellite schools. Other have followed.

The slim, brown-haired mother of the first girl commented: "The Re-Ed Center was, well, like a miracle."

Neuro-Muscular Approach to Learning Disabilities

Bessie Keeling

The non-learner or the underachiever has presented an educational challenge ever since schools accepted the responsibility of educating every child. New methods and techniques have been introduced in an effort to meet the needs of the child who could not learn through the traditional instructional system. All of these methods have some basis of reliability and have helped some children, but we still have great numbers of students who experience academic failure.

It is known that within the large number of poor achievers there are many children whose learning failure or behavior difficulties can be directly related to an injury, deficit, or lag of development somewhere in the brain or central nervous system. In these children the nervous system does not perform its motor functions smoothly or well. Coordination deficits in small muscle use, in balance, in large muscle coordination, or in integrated perceptuo-motor acts are present. This is responsible for abnormal behavior; impaired motor, visual, and auditory perception; and delayed concept formation.

Within the last decade, neurologists, psychologists, and educators have evolved a completely different approach to the problem of the underachiever. It is no panacea, but it does hold promise and presents exciting possibilities. Terminology related to this concept is abundant, but it might best be described as a developmental neuro-muscular approach to learning

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disabilities. It is estimated by authorities that there will be one to four perceptually handicapped children in each regular classroom.

case in point — Danny D.

Danny—a handsome, well-built, brown-eyed third grader—was referred to the program for perceptually handicapped children. Danny doesn't look like the victim of anything. This attractive child shows no overt signs of organic dysfunctioning and appears so normal that he has been expected to behave like other children and to learn as readily as other children, but an invisible neurological deficit, impairment, or development lag makes this impossible.

According to the school records, one can see Danny has a learning problem often identified by such terms as neurologically involved or impaired, perceptually handicapped, or a specific learning disability. His teachers' reports state that he has always been anxious to learn but just never seemed to be able to make the necessary progress to keep on grade level. Regardless of methods used, teachers could not get material across to Danny; what he knew one day he forgot the next, and many days his work went unfinished. Even after repeating first grade, he continued to be an underachiever.

From early childhood Danny has shown uncoordinated gross body movement and a definite lack of fine motor control. The school record shows great difficulty in motor control both gross and fine. Teachers state that he displays restlessness, over-talkativeness, and emotional instability. He is frequently a poor judge of size, distance, and directions.

Parent and teacher conferences and a case history study of Danny reveal the fact that as a baby Danny had several cases of high fever (over 104) and convulsions. One of these illnesses was caused by measles, during which illness the child went into a coma. Danny was placed on medication and continued on the same until three weeks before Christmas 1969.

Eventually Danny was placed by the school administration (Division of Special Education) in a platoon program for the perceptually handicapped child. In this daily two-hour program, where a developmental approach to learning is used, he receives intense visual, auditory, and motor training, individual and group. He also has daily opportunities to participate in creative and cultural experiences.

Here, under specialized instruction, Danny has shown marked progress in gross motor development and some progress in fine motor development. He is capable of walking the walking board forward and backward; he can balance on a waddle board, jump rope with two feet, and do a routine with the left and right foot while jumping the rope. He controls a ball with

right and left hands and he can run and skip smoothly on command. Danny can, some days, produce writing that is legible, well-formed, and well-spaced; however, at times he needs the help of patterns to aid him with his tasks of fine motor control.

Inconsistent work habits still exist and much work goes unfinished on some days. Even in this small group of ten children, Danny finds it difficult to express himself, and the teacher spends much time trying to get materials across to him. Although this child has 20/20 vision, he has a problem in seeing differences in shapes, letters, and numerals. And even though there is no apparent hearing loss, he can't hear differences in some sounds or patterns of sounds.

As of today, Danny is still an underachiever in many areas and is often a tense, anxious, and disorganized individual. However, we do see some progress in the following areas:

——He has acquired some social skills.

——He is able to establish some positive relationships with classmates and teachers in the regular class and the special class.

——He accepts himself as an individual of worth.

——He shows inner controls – most of the time.

——He responds to a multi-sensory approach to learning and he shows a greater interest in school work.

question in point — what's next for Danny D.?

It is the general feeling of all those concerned with this case–the principal, the teachers, the psychologists, and the parents–that Danny should continue to work with a small group of perceptually handicapped children for at least two or three hours per day and spend the remainder of the six hour day in a regular classroom.

A developmental program, including a multi-sensory approach to learning, will be used to help Danny achieve and, if at all possible, reach his potentials.

He will be given many experiences and opportunities to learn how to learn in a structured situation with firm limits but free from stress. The program will include specialized techniques to correct developmental lags in perception, in auditory and visual discrimination, and in the development of gross motor and fine motor coordination.

If all or any of these efforts prove to be successful in any degree, it is hoped that Danny will be rehabilitated from a tense, anxious, disorganized individual into a successful, self-directed, productive member of his academic and social groups.

case in point — Anne B.

Anne, a slender, petite, blue-eyed second grader, was referred to this program for perceptually handicapped children because she was an academic underachiever. Although she had average intelligence, she was failing in many areas. She was a shy, withdrawn child with very little desire to do any type of school work.

There seemed to be no apparent hearing loss; yet Anne couldn't hear the differences between sounds. She has 20/20 vision, but she had a problem in seeing differences in shapes and she regularly showed reversals in making numerals such as *3's* and *7's* and letters such as *n's, b's,* and *d's.* Most of the time it was difficult to read any of her writing, due to the formation and spacing of the letters and figures.

Anne would seldom try to participate in any painting activity, and when she did she was so awkward that paint went everywhere. Her motor coordination was poor in other areas: she had much difficulty in hopping, jumping, and skipping.

Her attitude toward most any activity or task was that she could not do it. This feeling was not verbalized; she just didn't respond or even try to respond. This child had another problem relating to peers and adults. She stayed pretty much to herself.

Anne was placed by the school administration in a platoon program for the perceptually handicapped child. In this daily two-hour program, where a developmental approach to learning was used, she received intense individual and group visual, auditory, and motor training. She also had many daily opportunities to participate in creative and cultural experiences.

Here under specialized instruction this child began to relate to her peers and to some degree to adults. She has been successful in many areas showing motor development.

Anne has shown much progress in walking the walking board forward and backward, in jumping, waddling, hopping, bouncing balls, skipping and rope-jumping.

With some joy, she painted her first picture, "Children Playing," and no sign of messy paint was to be found on the floor or on Anne's clothes. She has also established, to some degree, dominance, directionality, and laterality. Very seldom do we see any reversals or confused symbols.

The school records show definite, marked improvement in reading, mathematics, writing, group work, and attitude toward school. All grades on the report card are *C's* and *B's.*

Anne's progress has not been too rapid, but it has been continuous and rather steady. Her success has given her confidence in herself and a desire to do school work.

question in point — what's next for Anne?

After Anne made such a marked progress in many areas, teachers, principal, psychologists and her parents thought Anne should be placed in a regular third grade for the full day. This placement was made in the Fall of 1969. She was also given special help in reading by a private teacher two times per week. The regular teacher who was selected to work with Anne was given the files kept on the child while she was attending the special class. Several planned parent-teacher conferences were held before the end of the school term in June 1969 to help Anne in her home situation as well as in her school situation.

If Anne doesn't do too well in the regular grade during this school year, she can again be placed in a program for the perceptually handicapped child. This placement may be for a short period or for a full school year.

Perhaps, in time if all or any of the efforts and work put forth in the special class prove to be successful, in any degree, Anne should find her place as a productive member of her academic and social groups.

books to the point — learning disabilities

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Social-Community Orientation for Trainable Mentally Retarded

Lavonda Kay Ligon

In Kentucky, special educators, state and local officials in mental health and mental retardation, parent groups working through the Kentucky Association for Retarded Children, and others have worked together in emphasizing the importance of keeping our severely retarded children in the community rather than in institutions. As a result of this joint interest and effort, legislation was enacted in the 1956 Kentucky General Assembly authorizing superintendents to establish classes for severely retarded students ranging in age from six through twenty-one and with an IQ range of 35-40.

There are several justifications for such classes. Research in retardation has shown significant evidence that the trainable child can learn and can be a contributing, well-adjusted member of his family and community. Although trainable pupils will always be semi-independent, with special training they can learn self-care skills, functional academics, homemaking skills, vocational skills enabling them to work in sheltered workshops, and social skills adequate for community acceptance. Over and above their contribution to the trainable pupil, classes for trainable retardates help to reduce the burden to the parent and also reduce the number in our overcrowded institutions.

We, as teachers of the retarded, should teach to the limits of our abilities, not to the limits of our students' abilities. We do not have pre-

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conceived ideas of how much a child with a 50 IQ can learn. It is the current concept that the trainable pupil will learn from 1/3 to 1/2 the material in one year that a child of a 100 IQ can learn. It is not important how much he learns in one year–but *what* he learns and how he applies it in his day to day living.

With the advent of more classes for the trainable child in the community, necessary adjustments must be made in the curriculum to meet their needs. Functional academics and reading needed for safety and everyday living are stressed. Much effort is put into recreational programs because of the large amounts of leisure time the trainable pupil has after school and during the summer. For the past two years in the Marshall County School System, social and community orientation has been the ultimate goal.

There is nothing new about a field trip, but usually field trips are a special occasion. If a child must adjust to and be accepted by his community, he needs to feel comfortable not only in these necessary skills in the classroom alone, or on one or two field trips outside the school during the year. It is our contention that field trips should be a regular part of the curriculum, a regularly scheduled event–every week. In Marshall County, our trainable class goes on a regularly scheduled field trip every Tuesday. Normally, we leave at 8:30 a.m. and return in time for lunch at 12:00 p.m. Once a month we are gone the entire day, which includes having lunch as a part of the total experience. We have eaten at drive-in restaurants, cafeterias, and even in the most expensive restaurants in our area. We are fortunate to be located within 20 miles of three large communities. Also, we are only ten miles from Kentucky Lake and in easy reach of the Land-Between-the-Lakes.

The children and teachers plan together where we will go each week. We have rolled doughnuts in a bakery, flown kites at the lake, balanced tea cups in our laps in one of the student's homes, bottle-fed piglets, and more than once, we have changed the tires on our school station wagon. Of course, we have visited every place possible in our own community. In bad weather, we walk to one of the local drug stores or the bus station for a cola and potato chips.

At first thought, it is easier to stay at school–in the security of the classroom routine–but when these trips become a regular part of the curriculum, they also become comfortable, satisfying, secure experiences. To see your students introducing themselves, practicing self-control, following directions–all through practicable application rather than in class practice at school–is indeed an exciting experience.

Once each year, in April, we take a field trip out of the state. Last year, the trainable class invited one of the educable classes on a trip to St. Louis and paid their expenses. We chartered a bus for 13 trainables, 10 educables, and 14 adults, including 7 special education majors from Murray State University. We were gone for 16 hours and there was not one tear shed or one bad incident to occur. We expected this of the children and they knew it. For all but two of the students, it was their first time away from the 20-mile radius of our school and their parents. We didn't need to spend a great deal of time before and during the trip reminding students of rules and manners. Since we had been so many places, these social skills had become automatic and traveling quietly a routine. This year we will go to Nashville or Frankfort. The destination is undecided but the trip is definitely planned.

By making field trips a regular part of the curriculum we have had significant progress in many other aspects of our curriculum. Health and safety have become more meaningful. Good grooming is a regular routine, and proper table manners are hardly ever mentioned. Traditionally, we put too much stress on carry-over of what students learn in the classroom to the home and community, when in reality the carry-over at home and at school is significantly increased by learning in the real situation in the community.

Our trips have been rewarding, but the greatest reward has been a closer bond between the school, parents and community. We have spoken to civic clubs and community organizations about our program and needs. They have been enthusiastic in their support and acceptance. In speaking to the organizations, we emphasize the positive aspects of our students—and indeed, there are many. Another reward has been the effect it has had on the parents. Now they take their children with them to town, to eat out, and on trips. Once a teacher establishes and explains the objectives of such a program she can plan a program in social and community orientation that will benefit all concerned.

It is our belief that each child and each parent can be reached. We are all working for the same goals. It is a stimulating experience to work in a school system that allows a teacher to be creative, to innovate, and to try ideas that might seem impossible at first glance.

There is a sequence to follow in setting up such a program. First, discuss such a program with each parent, specifying the objectives for their particular child. Then, talk with your superintendent and present your idea and objectives. Next, speak to as many civic clubs and organizations as possible. These groups can help individually and as organizations in many ways.

A teacher needs the support of all three before she can feel secure enough to embark upon such a program. It may take time, but eventually, with enthusiasm and the right attitude the groundwork can be laid.

Each place visited on a field trip must be visited by the teacher beforehand. Such items as restrooms, narrow stairs, and amount of time needed are to be noted. She must also emphasize that the children should be spoken to on an elementary level but not spoken down to and that they will be properly supervised. With practice these things become routine and require little time.

Expense can be shared by local civic clubs, your school board, the local Association for Retarded Children, and by the students, with money they've earned at home or by selling handicrafts.

Only a small portion of what can be done in this area has been presented; many other things could be included. This program involves the total child and all of his senses. In the classroom, verbal ability, vocabulary, memory, visual and sound discrimination, and social awareness are all brought to a focus. As he remembers, and we discuss together where our school bus took us on Tuesday, concepts are clarified that lead to more adequate community adjustment.

It's a Boy's World

Bette Orthober

The greatest percent of underachievers and remedial reading candidates are boys. Boys do not have less intelligence than girls. Why then are they less successful in their early years of school?

It's a boy's world at Jeffersontown Elementary School where we are trying a first year all boy's class. We believe that if the boys have a satisfactory start in school they will achieve scholastically and make the most of their ability.

Our goal is to give the boys an advantage in learning. In an all boys class, the boys are not competing with girls, who have advantages over them. Research has shown that boys should begin school in a sex segregated class; the class size should be small; and the teacher should be male. At Jeffersontown we have provided the first two requirements with a class of twenty boys. We have compensated for not having a male teacher by adult male visitors and lecturers.

For the all boys class we selected ten boys who had been in a Title I Readiness class the previous year and ten beginning boys who scored ready on the Jefferson County Reading Readiness Test. The ability range is that of an ordinary class, from below average to superior.

We gave each boy's parents a choice as to whether they wanted their son to remain in the experimental class. The parents expressed great in-

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terest and asked many questions. After they heard our goals and plans, no one wanted to have his son taken out of the all boys class.

To compare the twenty boys in the experimental class, we are using twenty boys from regular classrooms. As far as possible these boys were chosen according to age and ability to match the experimental group. Also we will compare test scores of boys in school in the year 1968-69. To compare achievement we will use the Stanford Achievement Test which is given in the spring of each year.

Since good attendance is important and also one way to measure attitude, we are comparing the number of absences of both groups. As of the end of the fourth month, the all boys class has had an average daily atendance of 96%. The control group has had an average daily attendance of 93%. Parents' comments suggest that the boys are eager and want to come to school.

Learning to read is the most important task for beginners. To introduce the reading process we used the Peabody Rebus Reading Program. It teaches the mechanics of reading through pictures without confronting the beginner with confusing word symbols. We followed this program with the Harper-Row Linguistic Readers.

Because boys need to be active we have more physical fitness activities during the day. Competitive games give the boys an outlet for their aggressiveness. Competitiveness is utilized also in math and vocabulary drills.

All of the activities in the classroom are geared to boys' interests. Art projects are mainly building and construction. Early in September the boys were supplied with wood and nails and given time to build whatever they wanted. This went on near the end of the day for two weeks and the boys came up with some interesting things. There was much noise, but from sharing tools and helping each other the boys got to know each other and a "togetherness" resulted.

The sex segregated class helps the boys to accept school as a masculine activity. In a boy's-eye-view, school must seem like a women's world. To overcome this attitude, male visitors are frequently invited to the class room. Also story records and educational T.V. narrated by men are used. We have had a supervisor from Kennedy Space Center describe an Apollo launch. Our instrumental music teacher, who is a member of the Louisville Orchestra, is teaching a series of lessons about brass instruments. A member of the U.S. Air Force, who trains dogs for Vietnam duty, talked to the boys about training dogs.

One of our goals was to encourage the boys' fathers to become active

at school. We have not been able to get as much participation as we had hoped.

Boys have a natural inclination for science. We devote a large amount of time to science activities. If school appeals to a boy's curosity he will develop a desire to learn.

Of course, most of the activities we use are carried out in any classroom, but we try to emphasize those that interest the boys. Some of the activities we have included are:

——Planting bulbs outside for a spring garden
——Going to Otter Creek Park (male lecturer)
——Going to the airport, pet store, and public library
——Taking a walking tour past the boys' homes
——Visiting the election polls in November
——Making and painting an Indian teepee
——Having an extended unit on Indians
——Watching street repairmen and bulldozers working around school
——Arranging a table in the room with army gear (helmets, medals, fathers' service pictures, etc.)
——Displaying model cars
——Working with tumbling mats
——Playing in the snow
——Planning to paint the wooden steps of our classroom

We hope to prove that if school is a place where a boy can feel comfortable, where his interest is aroused, and where his individuality is respected, he will achieve and progress to the best of his ability.

Individualized Reading

Shirley Sills

Brain damaged children with special learning disabilities were first identified by Strauss [1] and Kephart.[2] Generally there was an absence of gross motor neurological signs and the behavior and learning patterns were similar to those associated with cerebral palsy or neurologically handicapped. The children were functionally clumsy and awkward and experienced difficulty with fine motor movements. Academically, they were extremely hyperkinetic non-achievers and often unable to attend regular classes.

The major habilitative emphasis for these children involved motor exercise and educational techniques similar to those used for the cerebral palsied. A label of perceptually handicapped interchangeably used with brain damaged or hyperkinetic was given if case histories, or psychological or neurological examination, suggested a brain dysfunction. A classroom program for the hyperkinetic incorporating these concepts was first provided in Kentucky in 1961.

Concurrently, Dr. Charles Shedd was perfecting a program for dyslexic children at Berea, Kentucky. Despite the previous use of the term dyslexia

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[1] Alfred A. Strauss and Laura E. Lehtinen, *Psychopathology and Education of the Brain-Injured Child* (New York: Grune and Stratton, 1947).

[2] Alfred A. Strauss and Newell C. Kephart, *Psychopathology and Education of the Brain-Injured Child* (New York: Grune & Stratton, 1955).

and the description of word blindness as early as 1896, many professionals confused the hyperkinetic child with the dyslexic child and refused to differentiate between the two learning problems.

Even though some hyperkinetic children begin to read, they often fall behind in the classroom because of their gross inattentiveness. They also perform very poorly on abstract tasks such as arithmetic. Conversely, dyslexic children perform well in math during the first three years in school despite their poor reading ability. They experience reversals in reading and writing, receive "E" or "D" ratings on the first grade "Draw A Man" test with an overall rating of "poor risk" on the Metropolitan Readiness Test, but they have normal ability on tests such as the Otis Quick Score. The school records, if complete, provide the above information and are the first steps in identification by teachers.

A one-to-one highly multisensory approach using the tactile, kinesthetic, auditory, and visual senses seems beneficial to both groups. Our prime concern then should be, ". . . what should be done about the disability, rather than what to name it."[3] A teacher with even eight children in a class can not in a day's period possibly fulfill the individual needs of each hyperkinetic or dyslexic child in that class. Remedial programs must therefore be on a one-to-one basis, or the program for both types of learning disabilities suffers. Regular classes, repetition of grades, and summer programs with small enrollments do not provide the type of therapy necessary for real academic gains.

In an effort to provide appropriate education techniques for the ten to fifteen percent of our students who were either hyperkinetic or dyslexic, we began planning in April, 1969. Our goal for initiating Dr. Shedd's reading program was September, 1969. Mr. Alton Ross, superintendent, and Mrs. Kathryn Johnson, elementary supervisor, were consulted and permission was obtained to begin. The Reading Disability Clinic at the University of Alabama Medical School was contacted and a workshop date provided for teachers and volunteers in July. The volunteers returned in August for two additional workshops and were assigned partners and children.

The children were identified by teacher referral, cumulative record evaluation, handwriting, reading, and left-right reversal scores. Each group of three children was assigned two volunteers: one for Tuesday and one for Thursday. The volunteers worked in three-hour blocks so that each child received two hours of individual work each week.

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[3] Benjamin H. Pearse, "Dyslexia, What Is It? What's Being Done About It?" *American Education* (April 1969), p. 11.

The author was employed as a speech and hearing therapist. She was already providing articulation and auditory discrimination therapy for many of these children and had the added background of working in the field of learning disabilities. Hence, two mornings each week were designated for coordination of the volunteer reading program. We presently have fifty volunteers who are seeing seventy-five children each week.

The Oldham County Schools experienced a unique situation in the development of this program. We attempted to provide remedial programs before pressure for such programs was exerted within the community. In so doing, we encountered considerable apathy on behalf of some parents whose children needed the program desperately. Since we had to depend on volunteer help, we found it necessary to make some specific rules about entrance into the program. If a child was identified as needing this help, that child was not included unless the parent gave one three-hour block of time each week, found a reliable substitute, or paid for the services of another mother. In cases of financial need, the services were donated if enough volunteers from local service and women's groups were available.

There can be no doubt about what to do when using this approach for our dyslexic children and the few hyperkinetics we are seeing. The APSL (Alphabetic-Phonetic-Structural-Linguistic Approach to Literacy) manuals developed by Dr. Shedd can be used most effectively with volunteers. Visual discrimination, visual memory, auditory discrimination, and auditory memory exercises are incorporated into each lesson. The books, which are detailed with specific instructions, eliminate the necessity for a supervisor to make daily lesson plans. The teacher's manual and the paired student's manuals illustrate how to make the letter, the sound of the letter, the difference between printed and cursive letters, the alphabet, words, and sentences incorporating the sound being presented. The exercises increase in complexity as the student progresses through the series of manuals.

At the date of this writing, the volunteer program has been in operation three months. Formal evaluations are not planned until the end of the year, but there are definite signs of improvement in many of our children. Several areas will require continued effort. A few teachers still seem resentful when children leave class despite the child's obvious inability to achieve in the classroom. Some teachers still use the catch-all label "immature" rather than being specific in their descriptive nomenclature. Immaturity as a label does not differentiate between educational and cultural deprivation, mental retardation, brain damage, severe medical problems, or dyslexia. Most children who have been labelled by teachers as immature repeat the first grade. This repetition of grades for the dyslexic has been proven ineffective. Because the older student who desperately needs help

still resents being singled out or sent to special classes, we must try to reach these children in the first and second grades to avoid the long term failure and future resentment. Last, but most important, we must find a way to help children whose parents seem uninterested and refuse their time and effort.

Program for Dyslexic Children

Ruby Stephens

A Monticello third-grader named Dennis had been having a difficult time reading and until this year no one knew why.

Sometimes he would read the word "cat" as "tac" or the word "felt" as "left." Even if his teacher gave him the sounds of each letter in the word, he still was unable to put the sound together to form the word.

Tests showed that Dennis was not mentally retarded; in fact, his intelligence was in the superior range. Nor was he physically disabled, culturally disadvantaged, or even a slow learner.

His difficulty was pinpointed as a mysterious disability shared, remarkably enough, by 10 to 20 per cent of the enrollment in the Monticello School System. They just couldn't read. Their reading handicap was diagnosed as dyslexia (pronounced dis-LEK-sia), which means that the children were normal in every respect except they could not learn to read.

Millions of children with normal intelligence fail to learn to read. Many of them are of average or superior intelligence, but for some reason it seems they simply don't want to learn. They are often classified as "lazy, immature, stupid, or just plain troublemakers." In most cases, however, the children desire desperately to learn but can't. These otherwise normal children are suffering from a reading disability known as dyslexia, or specific perceptual-motor disability, which makes it impossible for them to perceive and record accurately the symbols (letters and words) of the printed page.

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Monticello's experimental program was started to determine if specialized instruction for dyslexic students can be economically feasible in the public school program with reduced treatment time for remediation through the use of specific material by para-educational personnel under close supervision.

The difficulty is not the result of brain damage. Research has shown it can be hereditary, affecting seven times as many boys as girls. Ten to twenty percent of the total school population are afflicted with dyslexia, ranging in degrees from very mild to severe.

There are numerous signs or patterns to look for. The most obvious to teachers and parents is the tendency to reverse the order of letters in reading, writing, and spelling. Vision and hearing are normal; however visual perception and auditory perception are unstable, making it nearly impossible for the dyslexic child to tell the difference between reversable letters and look-alike words and letters. He will confuse "b" and "d" and "q," and twist around letters within a word, reading "from" for "form," or "felt" for "left," for example. He is not, however, consistent in this. He lives in an unreliable world in which he is constantly deceived and upset as he fails to master the world of reading.

Spelling presents probably the most difficult subject for the dyslexic child. He has great difficulty keeping things straight and in order, such as the alphabet, days of week, and directions given by teachers and parents.

Dyslexia, according to Dr. Charles Shedd, Director of the Reading Disability Center, University of Alabama Medical Clinic, and one of the leading authorities on dyslexia, is a visual-motor perception disability caused by a breakdown somewhere in the central nervous system which results in a reading problem. Characteristics include the following:

Confusion in right-left discrimination
Lack of right-left dominance
Disorders of attention
Field dependent perception
Hyperactive motor discharge
Disturbance in Gestalt function
Non-specific motor awkwardness
Dysrhythmia
Specific learning disabilities
Disturbances in tonal, temporal, and spatial reproductive functions.

In the classroom dyslexics evidence the following traits:

Reading disabilities
Spelling disabilities

Writing disabilities
Variability in performance
Poor ability to organize work
Slowness in finishing work
Short attention span for age
Impaired concentration ability

At the request of Vernon Miniard, superintendent of Monticello Independent Schools, the Title III Somerset Regional Supplementary Education Center, directed by George A. Cordell, wrote a program for the Monticello school so that specialized instruction for dyslexic students could be offered. He stipulated that the program be economically feasible in the public school program. Malcolm Smith, learning coordinator with S.R.S.E.C., is coordinator of the program. His staff includes Mrs. Paul Jones, learning supervisor and teacher, and Mrs. Elmer Blevins, teacher aide.

The techniques for identification and methods of remediation of dyslexia are those developed by Dr. Shedd. The program consists of five classes with 45 students participating. They range in age from 6 to 11.

The dyslexia test battery is given to determine the specific cause of a student's reading problem. The battery includes the Wechsler Intelligence Scale for Children, the Berea-Gestalt Test, the Goodenough-Harris Draw-A-Person Test, Left-Right Directionality Test, Gilmore Oral Reading Test, and a hand-writing sample. Referrals for testing are made by teachers and parents.

The teaching curriculum includes Auditory Discrimination, Individual Reading Instruction (APSL), and Motor-Coordination. The Alphabetic-Phonetic-Structural-Linguistic Approach to Literacy (APSL) is the method for teaching reading, writing, and spelling to dyslexic students. It is a highly-structured breakdown of language combined with a multi-sensory approach. APSL is taught on a one-to-one basis, when possible, by volunteers working under the close supervision of a staff teacher and aide. Other subjects are taught in the traditional trained teacher-to-group procedure with modifications in materials to meet the needs of the dyslexic.

Motor-coordination is primarily a recreation period. Work is done to improve skills in game activities, such as kickball and baseball. Improvement of gross motor skills is not expected to improve reading skills.

Community-minded women and students from Monticello High School work as volunteers. One volunteer for one student is most desirable; however, when this is not possible, one volunteer can work with three or four students. For an hour or more, these volunteers work with dyslexic students in reading sessions with specially prepared material geared to their

needs. The volunteers do no creative teaching; they guide students through the exercises of the APSL manuals. They receive five to six hours training, then work under the supervision of the certified elementary teacher and her aide.

Periodic workshops are being held to instruct and assist the volunteers. Three workshops have already been held with the following consultants: Dr. Don Cross, Professor of Education at the University of Kentucky, and Chairman of the Governor's Committee on Learning Disabilities; Dr. Charles Shedd, Director of the Reading Disability Center, University of Alabama Medical Clinic; and Mrs. Frank Mercke, Kentucky Association for Specific Perceptual-Motor Disabilities and teacher-supervisor of dyslexic children. These workshops have been held in Monticello, with administrators and educators from other school districts in Region V also attending.

Educators see the inability to read as a handicap Kentucky and the nation cannot allow to continue. "It is tragic when a child fails to read as well as he is capable," one teacher pointed out. "In a society that demands reading skills for success, the dyslexic often becomes a misfit. He fails classes, becomes emotionally disturbed because of the reading problem and often his behavior in and out of the classroom becomes a problem. In adult life he is often unemployable despite his average or above average intelligence," the teacher observed.

Dyslexia is nothing new. For more than 70 years research has been exploring the characteristics and nature of dyslexia and trying to find cures. So far, most informed educators and doctors agree there is no medical remedy. They believe the cure rests with the educators.

Readiness Classes in Jefferson

Primary Supervisors

The Readiness Class is a project under the Elementary and Secondary Education Act, Title I, Public Law 89-10. This class is designed to take care of the six-year-old who, because of immaturity, is not ready for formal academic instruction. An additional teacher and many materials are furnished to the school through government funds, and classes are limited to twenty children.

The children are chosen for Readiness Class after having been given the Jefferson County Readiness Test and after having been observed by the classroom teacher, the readiness teacher, the counselor, and the principal.

Some aspects of the following behavior are evident in a child who needs a long period of readiness——

——Tires of activity quickly
——Has poor health habits
——Lacks toilet training
——Indulges in thumb sucking
——Exhibits emotional insecurity
——Lacks motor coordination
——Has speech impediments
——Has immature speech patterns
——Lacks self-control

This article was contributed by the Corps of Primary Supervisors, Jefferson County Schools, Louisville, Ky.

——Shows over-aggressiveness
——Is cruel to other children
——Is destructive
——Is restless and disinterested
——Cannot work independently
——Comprehends poorly
——Does not work well in groups
——Is inattentive
——Does not follow instructions
——Sits as though in a daze

It is extremely important that parents be informed as to the purpose and the value of the Readiness Class before a child is moved from one room to another. Parents should be informed through group or individual conferences.

The program of daily activities is planned to provide experiences which make possible balanced growth and development for children. Experiences in Readiness Classes are planned to develop the following——

——Ability to speak correctly and freely
——Habit of careful handling of books and materials
——Appreciation and desire for reading
——Ability to work well with others
——Appreciation of the contributions of others
——Ability to listen well
——Feeling of security
——Feeling of responsibility
——Ability to repeat poems and jingles
——Ability to tell short stories
——Habits of good health
——Motor skills and muscular coordination
——Appreciation for the aesthetic

Title I Readiness Classes are conducted in thirteen Jefferson County elementary schools: Camp Taylor, Mill Creek, Newburg, Price, Wilt, Fairdale, South Park, Minors Lane, Crums Lane, Bates, Hite, Jeffersontown and Middletown.

High School Tutors Help Disadvantaged Children Learn

Donald L. Patrick

Can older sudents in higher grades successfully tutor younger disadvantaged children? Montgomery County School officials believe that tutoring programs of this type are profitable because they bring about some very special benefits for the younger children as well as for the tutors.

Advocates of the one-room school idea know the advantages of children in higher grades helping younger ones, but modern school programs for the masses are not generally flexible enough to include the "helping" idea. The unique thing about the Montgomery County program is that slower students in the junior and senior high schools are being used as tutors with as good or even better results than could be expected from students with normal abilities.

The experimenters are already noticing attitude changes toward school, improved grades, and a new sense of pride among the tutors. They notice, too, that older students who have not otherwise been successful in attaining acceptance and esteem among their peers take great pride in being successful helpers.

For example, one former special education student who was socially promoted to the ninth grade is passing all subjects for the first time. She

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Mr. Patrick is federal program director in Montgomery County Schools, Mt. Sterling, Ky. Principals in participating schools were Calvin Hunt, Everett Donaldson, and Arthur K. King.

said, "I am working hard because I want to stay in the program. I am beginning to see what school is all about."
Another student said, "I feel like I am doing something really important for a change." Still another said, "It makes you feel good to know you are helping a little kid make it in school."

Each afternoon the twenty high school boys and girls are transferred by school bus to an elementary center. The junior high school students work with primary children in their own school. High school students give up their study hall periods to participate in the program.

Tutors sometimes help prepare the lessons that they teach to primary grade students. They hear the children read, help them spell words, write sentences, and complete assignments. The tutors are instructed to let the children be seen and heard each day. They help with bulletin boards, distributing supplies, and any other activities that can safely be relinquished by the teacher. Mostly, however, each tutor works in a one-to-one relationship with a child.

The tutees are primary children who have been unable to successfully grasp the skills of reading and other academic subjects. Their instruction consists of readiness, developmental, and remedial activities using individualized programmed materials.

Teachers, some of whom were anxious about having another person in their classroom at first, now praise the program highly. "These students sometimes get children to respond that usually clam up on me," said one teacher.

It makes sense that young tutees are better able to identify with helpers who are more nearly their age. Some of the tutors, too, get a chance to review the basic skills without the embarrassment of actually having to go back to books on a second or third grade level. Student Instructor Programs are also excellent foundations for Future Teacher Associations.

Tutor programs in many schools can be developed with little or no cost and with a minimal amount of extra organizational effort on the part of administrators.

Enriching and Strengthening Programs

Fur and Feathers in the Library

Lena Gibbs Ransdell

I am a book salesman. However, my primary interest is not focused on the monetary vantage emphasis as such but rather on the intrinsic value of the book as related to the individual child. My prospective clientele, ranging in grade levels from kindergarten to grade six, reside in an inner-city area which for the greater part is barren of books.

Through my work with children over a period of years, I have developed an awareness of children's interest in and response to living things – especially things that squirm, squeal, and wiggle; namely, insects and animals.

Each autumn I have in the library a collection of insects with a display of relevant books. The praying mantis, always a favorite, prompts such questions as, "Is it going to have babies?" "Does it really pray?" "Is it a mother or father?" "What does it eat?" Pointing to the book display, I suggest they read and find out. After consulting the book, the children arrive at school with their very beings bulging with insects. Grasshoppers and crickets are brought in jars, cans, boxes, sacks, pockets, and tight fists.

Mrs. Ransdell is librarian at Engelhard School, Louisville Public Schools. Her check-out-an-animal plan has been featured in *The Louisville Times* (December 3, 1968), *The New York Times* (January 1, 1969), *The Chicago Tribune* (February 5, 1969), *My Weekly Reader* (November 5, 1969), *Library Journal* (January, 1970), *School Library Journal*, and on the Voice of America broadcasts to foreign countries (December, 1968).

Observing their intense interest in reading gave birth to the idea of having pets in the library. The children, for the most part living in apartments, do not have the opportunity to have many pets. Dena, a library aide, upon hearing my plan to buy a turtle and bird, offered to bring Elia, her bird. The children were delighted with Elia, bestowing so much attention and loving care on her that she was soon almost an angel with a halo. A sign saying, "May I visit your room?", along with the book *Parrakeets* by Herbert Zim, was fastened to the cage. The same arrangement was made in connection with a small turtle that had been purchased at a pet shop.

Other children, discovering that Dena was lending her bird to the library, wanted to bring their pets. In addition to the bird and small turtle, the collection grew until it included two hampsters, a guinea pig, two chameleons, two mice, a land turtle, a large water turtle, and an alligator lizard.

I originally had planned to buy other pets. The children's suggestion of bringing their own pets meant self-involvement in sharing with others, all of which did something to improve the self-image of each.

When I arrive at school each morning, David is waiting at the library for me to open the door so he can clean the cage, water, and feed his hampsters. Soon other children arrive, and the workroom hums with activity and chatter. Often each lauds the merits of his pet; this sometimes leads to a friendly argument. Children coming to return books at the circulation desk crowd around the workroom door for a peep before going to their rooms.

By the time the eight-thirty bell rings, the pets have been groomed and fed, the cages cleaned and placed on low stools which my husband made from apple boxes. The pets are now ready for circulation to classrooms or for individual observation and study by the children in the library.

When the children return their books, they select the material they want to check out and are given the privilege of doing various interesting things. One very special privilege is to observe and read about an available pet. The child usually sits on the floor, gazing intently at the pet, invariably poking his fingers through the cage to feel the animal, eventually reaching for the beckoning book and soon becoming oblivious to his surroundings. As the children leave the library, I am bombarded with questions such as, "May I take this pet to our room?" Under the guidance of the teacher, a pet is selected along with relevant books to be taken to the classroom for further observation, research, and discussion.

Recently when two chameleons were returned to the library, Mike

pointed to one saying, "That is a male." When asked how he knew, he informed me that he knew because he changes color so often. He said, "You see, the male gets more excited than the female and that's why he changes color so much. The air has something to do with it, too," he added.

Upon arriving at school one morning, I found the turtle cold and stiff, with all four legs, head, and tail protruding. Danny, a very sensitive child, had his first brush with death. He stroked the turtle's back saying, "Move, Claudia, please move, Claudia." After the children went to their rooms, Claudia was wrapped in paper and sent to the dumpster. Later, Danny came rushing in asking, "Did you put Claudia in the dumpster?" I explained that sometimes a pet gets sick and dies and we can no longer keep it. I assured him we would get another one.

In a few days tragedy struck again, this time taking the guinea pig. I was called to the office; when I returned, I found the children had the entire situation under control. In their own way they had broken the news to Betty, the owner, who was accepting it like a soldier. However, the most amazing development was the fact that Danny, the sensitive one, had assisted an older boy in wrapping the stricken pet in paper and taking it to the dumpster. Even the problems had provided a learning situation in which a child, in accepting a tragedy, showed emotional growth.

Having pets available for observation, study, and research proved to be an extremely magnetic attraction for children who have had no background or experience in exploring books. Experiences with living things bring into being an interplay of sensual responses of sight, sound, touch, and smell which provides a stimulation toward opening the eye of the mind. An insect or animal inspiring curiosity, wonder, and research which leads to discovery is an excellent stepping stone to a book.

Although the ultimate motive of the project was not specifically to teach compassion and love for animals, a by-product did result as such. The improvement in the use of library skills was an added side benefit.

Having living things in the library helps to make it a very special place – the throbbing heart of a school, where children can experience some things in reality and other things vicariously, all of which hopefully help to extend the horizon of their existence.

I like to think that in any school all paths lead to the library. As a child comes along one of the paths seeking information, fun or whatever, *perhaps* he can bring something from his own environment and experience – maybe a guinea pig.

Meeting Early Adolescent Needs

Floyd Joe Whitaker

With an increase in the educational needs of our youth and teaching responsibilities of our teachers, the East Elementary Staff felt that change and progress must be made in the school's curriculum. To determine needs and priorities, a committee of teachers working with the principal conducted a study of the school and made recommendations for change.

The study showed, for instance, that a single class might have physical education Monday at 9 a.m., library Tuesday at 1 p.m., music Wednesday at 11:30 a.m., physical education again Thursday at 10:00 a.m., and band or music again Friday at 2:00 p.m. This meant that a teacher was constantly trying to keep up with what activities her students had and when they were scheduled. The schedule was very rigid and had absolutely no flexibility without infringing upon some other activity.

Other types of problems existed. There were often three or four classes of different age and grade levels in the gym at the same time. A child might have one music or gym teacher one day and another the other day, resulting in a lack of continuity in the class. Assembly programs interfered with many scheduled student activities. These students had to be re-scheduled, thus creating supervision and space problems. Our study also showed that the old schedule allowed one full hour and two thirty minute periods per week when a teacher could take her class to work in the library.

Mr. Whitaker is principal of East Elementary School, Franklin County Schools, Frankfort, Ky.

We felt we could not really know whether or not the school was meeting the needs of pupils without making a study of pupil progress. Therefore, research was done on the grade and age progress of the students. This study may well be called a "snap shot" of the status of pupils' ages in relationship to grades. The age-grade study did not give the reasons for the existing conditions, but it did point out many of our trouble spots.

These and other problems were presented to the entire faculty for consideration. Keeping in mind that our school of 1150 students was very traditionally organized, we felt we could better implement a program with a gradual change around our present organization plan. The recommendations were compiled and given to the principal so that the schedule could be developed. The program was then submitted by committee to the central office staff.

The new plan has the greatest effect on seventh and eighth grade classes, but changes were made in the primary and intermediate grades as well. Basically, the plan calls for the organization of two teams each of seventh and eighth graders, each led by four teachers and consisting of four groups of homeroom students. Each team is housed on the same floor in traditional classrooms. A change in the schedule also created approximately twenty hours a week a teacher could work in the library with her class in addition to the scheduled period.

The day is divided into blocks of teaching time for math, language arts, social studies, and science. In addition, there is a fifteen minute break, a lunch period, and an enrichment period. School is dismissed at 2:30 p.m.

During the enrichment period, which falls the same hour each day for each grade, students have band, music, library, and physical education. In addition, such subjects as elementary home economics, speech and drama, art, typing, social living, first aid and safety, shop, teen problems, foreign language, drivers' safety practices, crafts, biology, etc. are available to seventh and eighth graders.

Each student is able to elect which of these courses he wishes to pursue. The classes offered rotate each nine weeks, so students may take a variety of enrichment subjects. Because no grade is given in the enrichment classes, students are free to express themselves without fear of passing or failing.

Group size is restricted to 7-12 students. During the lunch period, for which an hour and twenty minutes is needed, spelling is taught. Seventh and eighth grade band students and chorus groups meet then, in addition to

their grade band and chorus practice. We plan to develop an intramural sports program which will also take place during the lunch hour.

Scheduling the students for their enrichment activities for the first nine week period took the staff approximately six hours. We wanted to be innovative. Instead of having the administration schedule the activities of each child during his one hour daily enrichment period, the students gathered in the school gym, scheduled and signed up for classes themselves in a manner similar to college registration. We were able to schedule 236 eighth grade students for their enrichment classes in one hour. We feel that this method of signing up for classes was quite successful. One of the keys to this success was the active involvement of the teachers and students.

What was the thinking behind the changes at East Elementary? Our first goal was motivation. We wanted to interest the students, knowing they would learn better if they were interested in what they were doing. The second reason had to do with the fact that our students were divided into seventh and eighth grades, then further divided into ability groups to facilitate the learning process. We hoped, therefore, to avoid any type of segregation (socially) by offering an enrichment hour where the different groups could have something to offer each other. The third consideration was that in our world of freedom, young people would have to be responsible for themselves and make their own decisions. In our old system, we were not giving students any experience in decision making. We were telling them what to do.

A fourth consideration had to do with the quality and variety of an individual's experiences. It is becoming more and more apparent that this will have a great deal to do with the kinds of concepts he is able to abstract from them. The more confined his experiences, the more limited in number and lacking in depth will be the "basket" of concepts upon which he may draw in his efforts to understand and interpret the world about him. Thus, it becomes important for a school to provide not only those experiences essential to his academic growth, but also, those other experiences that perpetuate the persistent growing up processes.

Under our new system the student gets to choose his enrichment interest subjects. If he makes a mistake, he'll have to live with it – for only nine weeks – not thirty-six.

After nine weeks, the interest of some articulate students is shown by these excerpts from their evaluation of this program.

"An excellent way to explore things we wanted to without jeopardizing our grades."

'It's nice to have an hour everyday to do what you want to do."

"I've become more interested in a lot of different things."

"I think it is grand to supplement the faculty with outside guests."

"With a small group, there is more of a personal relationship with the teachers."

The energy, enthusiasm, and mercurial shifts of interests and mood of young adolescents are reflected in the demands they make upon the school. There are a host of things they want to learn how to do, questions they want answered, experiences – exciting or inspiring – they want to share. According to the students, "It works!" They like the freedom of choice, the variety, the fun, and the change, and they feel that the new curriculum accomplishes worthwhile goals.

Supplementing the Curriculum by TV

Orville Sharp

There are two phases to our use of educational television at Stanley School: reception of educational and commercial television broadcasts, and origination of closed-circuit television within our school.

As a supplement to our school's curriculum, programs received from the Kentucky Educational Television Network are used in all classrooms. Each room is equipped with its own television receiver so that no scheduling conflicts will arise. These programs do not lessen the instructional duties of teachers; rather, they serve to stimulate and motivate children to further study within the curriculum areas.

KET programs comprise the greatest part of our use of broadcast television. There are often times, however, when commercial television is of benefit in the classroom. Coverage of such events as the Olympic Games and the Apollo missions provides many of our children with experiences which might otherwise be denied them. Therefore, a combination of commercial and educational television programs within each classroom places valuable curriculum supplements at the disposal of all teachers.

Along with broadcast television, we have complete closed-circuit television facilities for use in all classrooms. These facilities include a video tape recorder, two indico cameras, three monitors, and transmission lines to each classroom. Students as well as teachers are permitted to set up and operate the equipment.

Mr. Sharp is principal of Stanley Elementary School, Stanley, Ky.

The ability to record television programs from the air lends flexibility to our use of broadcast television. Although each of the KET programs is aired several times throughout the week, there are still situations in which a desired program is not broadcast at a suitable time for viewing. In such cases, the video tape recorder may be used to tape the program. It may then be replayed at the teacher's convenience.

Perhaps the most valuable use of our closed-circuit television is in the area of school-originated programs. These are limited only by the imagination of the teachers and students. School-wide events, such as plays and assembly programs, can be transmitted to each room, eliminating the time consuming movement of the entire school into the auditorium. The creativity of students may be stimulated when they are given the opportunity to write, produce, and direct their own television programs. Sharing of ideas and activities between classrooms via television is easier and quicker than personal visits by students.

Finally, television can be an impartial observer of teaching techniques. Video tapes of teachers presenting lessons can be replayed in private, giving teachers an opportunity to honestly appraise their own teaching techniques.

In our school, then, we have concluded that television, with its inherent appeal to children, should assume a vital role in the classroom. Both broadcast and closed-circuit television have many qualities which have proved to be of great value in supplementing our curriculum.

Environmental Awareness: A Theme For Curriculum Building

Because awareness of and aesthetic response to the environment depend upon understandings from many subject areas, interdisciplinary programs on the environmental theme are springing up across the country. In Kentucky, during the summer of 1970, Mrs. Ruth West, Art Consultant, Kentucky Department of Education, worked with several school districts to develop such programs. Some were so successful that they have been carried over into the academic year. In Mrs. West's own words:

> Every individual needs an environment where man can exist in an atmosphere of cultural, mental, physical and spiritual satisfaction.
>
> Environmental Education, the inter-action of man and his bio-sphere, is a vital part of the total development of individuals, individuals who can become contributors to the total environment of man in the social, cultural, economic, aesthetic and biological aspects of existence.
>
> The rapidly changing society and its demand for people who can constructively contribute to its progress and existence require a curriculum which prepares individuals to live.
>
> Environmental Education provides awareness for the child and the man to live fully and successfully and to contribute to society's progress and existence. Through studies in environmental awareness the individual can grow in sensitivity to cultural, social, economic, aesthetic and biological aspects of his

environment and his capacities to protect and improve his environment. He gains a better understanding of himself and his world through perception of his natural and man-made environment.

It is vital that all people concerned with education be aware of the contributions that environmental awareness can make to the curriculum and to our world's survival.

In sample units developed for the summer programs, expected outcomes are enumerated.*

Through studies in interdisciplinary education the student will:

- learn to look at the world through searching eyes, evaluating, discriminating, enjoying, identifying, and understanding his world and contributing to its aesthetic enrichment.
- improve skills in reading, problem solving ability, and self-expression, and broaden understanding of himself through social studies, science, mathematics, art, and music.
- learn about the cultural and the natural past and present and the realization of being a part of it.
- learn how man uses his resources.
- learn how the environment affects man and how man affects the environment.
- cultivate an appreciation, acquire attitudes and desires to protect, improve, and develop avenues for living fully and successfully in his world.

The summer programs drew heavily on the various instructional media – records, slides, films, pictures, and tapes. Literature, music, and art were interwoven with science studies, many of which took place in outdoor settings. The exact shape of each summer project was determined finally by the teachers and children participating.

McCreary County attempted to show how "A Child Learns of Himself through His Environment." Reading, music, physical education, art, and science centered on such subthemes as "The Good Earth," "Air Is Everywhere," "Natural Wonders," "Trees," and "Water." A unit on "Patriotism" culminated with a trip to Frankfort where understandings from the various disciplines were deepened and broadened in a concrete environmental setting. For example, the student was able to relate art to architecture, painting, sculpture, and landscaping.

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*A sample interdisciplinary teaching unit on aesthetic environmental awareness and designed for early childhood programs is available from Mrs. Ruth West, Art Consultant.

Monroe County's program, entitled "Wonders of Kentucky," consisted of units developed by each individual teacher and his students on subjects of particular interest to them, such as "The Birds of Our Environment," "The Animals of Our Environment," etc. Each unit of study included a visit to a center of interest. The project culminated in a program for parents. The play was written and masks and costumes were designed by students. Monroe County is continuing a similar program during the school year with in-service training and guidance from teachers who were involved in the summer program.

Butler County's program concerned itself with "Kentucky—Yesterday and Today." Units of study included our birds, famous people, and Kentucky music and culminated in visits to Bernheim Forest, the Lincoln Farm, and "The Stephen Foster Story," the annual outdoor drama at Old Kentucky Home. This program is being followed by a series of in-service sessions on interrelating art as a part of the total curriculum. Classroom teachers in grades 1-6 will participate each month (school year 1970-71) in a workshop planned by Mrs. West and the county staff and conducted by consultants from school systems in surrounding communities.

Ballard County took advantage of its own unique setting to study "Our Cultural Environment—Past and Present" through reading, music, art, and physical education. Students with teams of teachers studied the Indian Mound Builders, the rivers, the earth, and clay as a part of the earth. They were able to dig natural clay, process it, and make it into art forms.

Barbourville Independent Schools used "Animals" as the subject of study. The team-taught program included a trip to the zoo, the construction of masks as art forms, and construction of life-sized animals. The study ended with a play written and presented by the students.

The pilot projects were presented at the Fall Conference of the Kentucky Art Education Association. This was in keeping with the conference theme, "Stimulating a Greater Aesthetic Awareness of and Interaction with Our Environment."

Retreading the Library

Eleanor G. Koon

To a question on the state library report, "Do you (a librarian) keep study hall?", a question supposedly for the concern of high school librarians, I (an elementary librarian) always felt as a matter of honesty I should answer, "yes." In reality, with students scheduled for 30 to 45 minute periods to choose recreational reading each week, I *was* study hall keeper. Granted that the classroom teacher did need some time for relaxation, I also knew there were many more necessary duties for which I was qualified and which I should be doing. To another question on the same report, "Do you schedule each class to the library regularly?", I always wanted to reply, "Why so?" In reality some pupils were checking out books one week to return them unread the following week. Why shouldn't pupils come to the library *ANY* time they need to come for whatever purpose they had, rather than making a once-a-week trip? Why was it not possible for students to choose enough recreational reading for two weeks? Classroom teachers complained that there was not enough time to complete necessary work, and time was being wasted when some children did not need books every week. All of this caused me to question the regular plan of scheduling.

With the above concerns already under strong consideration for change, I was very soon confronted with a change of philosophy. The Jefferson County Public Schools embraced the Instructional Material

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Mrs. Koon is material specialist at St. Matthews Elementary School, Jefferson County Public Schools, Louisville, Ky.

Center idea. I, who had been required to know books and children, now needed a vast knowledge of all the materials of learning plus the ability to know which equipment was best to purchase, how to operate it, and how to help teachers use it effectively. I must know the goals and curriculum of the school, the new methods and materials of instruction, the methods used by new and old faculty members, the most efficient way to collect, catalog, organize, and circulate all of these materials.

How was I to implement this change?

My first business was to acquaint myself with what theories and practices had already been developed by authorities in the field by reading audio-visual publications and library literature. *An Audio-Visual Handbook for Instructional Material Centers,* developed by the Jefferson County Department of Curriculum, proved very helpful in this transition. Visits were made to material centers at all educational levels, and as practices were found which seemed helpful for our situation, I discussed them freely with the principal.

With the wholehearted support of the principal, but with only one person to develop this mammoth task, our next problem was that of securing help. The Parent Teacher Association, which loyally endorsed and supported the library program, promised to budget clerical help for two days each week. Since this still was not adequate help, an appeal made to interested parents brought two mothers to help all day each Monday, Tuesday, Wednesday, and Thursday, and one additional mother to help with circulation to primary grades three afternoons every other week.

To replace the traditional every-child-once-a-week schedule, a flexible schedule (see example below) was presented and explained to the faculty. Flexible scheduling would permit me to spend more time working with teachers on units and learning to use equipment and materials effectively with both pupils and teachers.

flexible schedule

Every day – 7:45 to 8:15 – Work with faculty on materials needed for teaching units.

Every day – 8:15 to 8:45 – Library book exchange for primary grades. (This time line is for pupils who were absent, who forgot to return materials, or who needed more materials.)

Every day – 8:45 to 10:15 – This time line is for language arts groups in intermediate levels, regular program. (Teachers ask for time needed as 8:45 to 9:15 on Tuesday.)

Every day – 10:15 to 11:00 – This time line is for advance program, intermediate levels.

Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
11:00-11:30 (3)*	11:05-11:35 (3)	11:00-11:25 OPEN	11:00 TO END OF DAY	11:00-12:00 OPEN
11:35-12:05 (3)	11:40-12:05 LUNCH	11:30-11:50 LUNCH	OPEN**	12:00-2:30
12:05-12:30 LUNCH	12:10-12:35 (1)	11:55-12:25 (2)		BACK-GROUND WORK***
12:30-1:00 (3)	12:40-1:05 (1)	12:30-1:00 (2)		
1:05-1:35 (3)	1:10-1:35 (1)	1:05-1:35 (2)		
1:40-2:10 Open**	1:40-2:10 Open**	1:40-2:10 (2)		

Please note that pupils of the first three years are scheduled regularly each week. On alternate weeks (book week) the pupils take as many books as their teacher feels will be used for a two-week period of time. The following week they come to the material center for enrichment, which includes citizenship, arrangement of books, care of books, how to check out books, story hour, listening to recordings, viewing filmstrips, talks about authors, use of card catalog, the Dewey Decimal system, or use of filmstrips and records.

Materials for these pupils are dated with a card inserted giving date due and room number. (Cards for primary groups are filed by room numbers to facilitate carding quickly.) As pupils finish with materials, they may put them in the book drop at any time of the day. If they need more materials before next "book" day, they may come in between 8:15 and 8:45 to check out more books.

For fourth, fifth, and sixth year students no regularly scheduled periods are made. Only time lines are assigned. (See explanation in schedule above.) At the beginning of the year, large group instruction is given, using audio-visuals to teach the arrangement of books, card catalog, Dewey Decimal system, and special reference materials. At other times during

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( )* Grade level using material center.

Open** — This time is used for small or large groups who need to choose and organize materials for any needed purpose.

Background Work*** — Groups are not scheduled to the center, but time is given to any individual or group if some problem has arisen with which help is needed.

the year, certain skills may be reinforced. Regular program classes come to the library in language arts groups. Advance program groups come as a classroom unit. Books are due two weeks from the date on which they are checked out. Magazines, records, filmstrips, art prints, vertical file material, and reference materials are kept overnight. Slow readers take fewer materials; fast readers take many more, with all students having the privilege of returning materials to the book drop at any time they have finished with them. Cards for fourth, fifth, and sixth year pupils are filed by due date. Students may come individually or in small groups at ANY time they wish. Some teachers find that pupils select books which suit their purposes better by coming alone, especially the poor readers, since they do not have to compete with their peers when coming as a class group. When a teacher desires to bring her class group, she merely sends a child to the material center to suggest a time during her assigned time line that she would like to bring her group. If at all possible, each teacher is allowed to bring her group at the time desired. Students are encouraged to take sufficient books for their recreational reading for a two weeks' period. During these visits to the center, students may choose books, read magazines, search for and view any materials they wish to use.

Book and author talks are done with intermediate groups as often as time allows. This is preferably done in classroom situations, so that the units of study in that classroom can be observed and suitable materials can be suggested to the teacher.

Below is a partial list of materials and equipment which are circulated to 26 classroom groups and their teachers in our school in addition to the counselor, music teacher, and Spanish teacher for advance program.

Materials:

Books – 10,000	Art Prints – 212	Teaching Prints – 12 sets
*Encyclopedia – 4 sets	Magazines – 40	Filmstrips – 500
Recordings – 350	Newspapers – 2	**Charts, Globes &
Film loops – 15	Transparencies – 77	Maps – 209

Equipment:

Opaque projectors –	2
Overhead "	6
Filmstrip "	9

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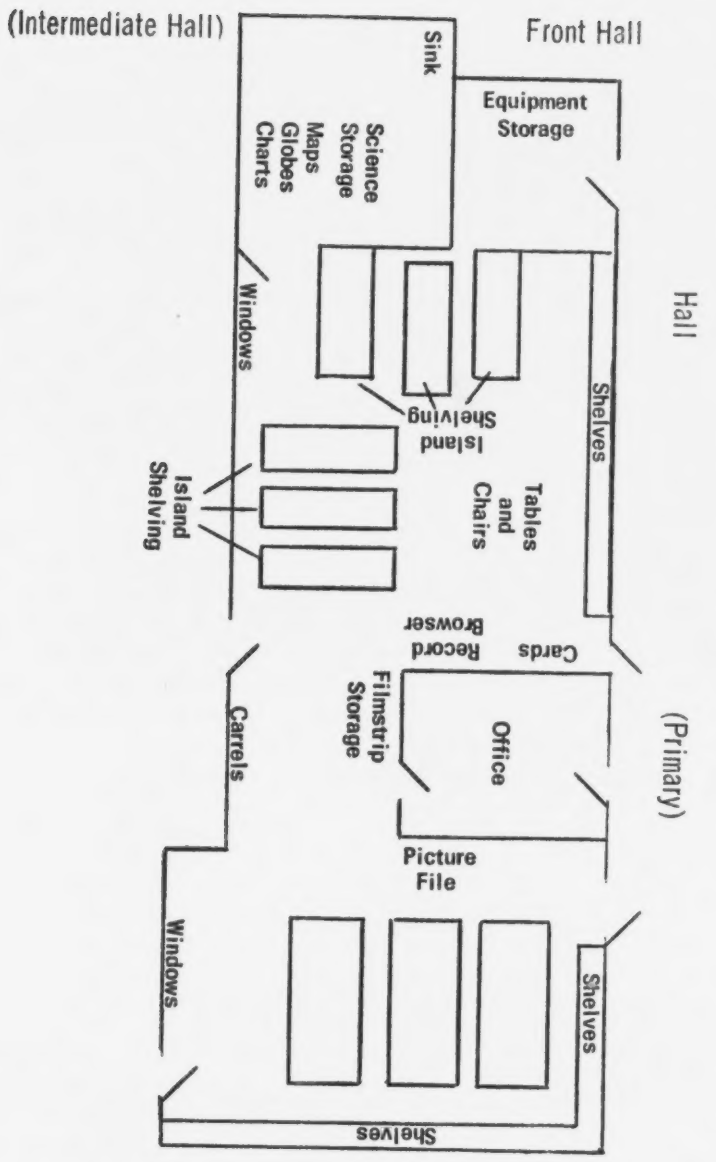
*Encyclopedia – 1 set in each third, fourth, fifth, and sixth year classroom.

**Charts, maps and globes – The basic ones needed for entire year remain in classrooms until the end of the year. Extras are stored in the material center.


(Intermediate Hall)
Front Hall
Hall
(Primary)
Sink
Equipment Storage
Science Storage
Maps
Globes
Charts
Windows
Shelves
Island Shelving
Island Shelving
Tables and Chairs
Record Browser
Cards
Filmstrip Storage
Office
Carrels
Picture File
Windows
Shelves
Shelves

16 MM "	3	
Language Master	1	
Controlled reader	1	
Viewlex	2	
Record players	1	(Also one in each classroom)

The duties of all persons who help with the library program are clearly delineated.

Student Assistants

——Shelve books and audio-visuals
——Stamp cards and insert dated cards
——File cards
——Do some housekeeping duties
——Serve as messengers
——Help with bulletin boards

Mothers

——Card books and audio-visual materials
——Shelve books and audio-visuals
——File circulation cards
——File in card catalog
——Read shelves
——Do housekeeping chores
——Collect and deliver to individual classrooms materials for units

Clerical Aide

——Makes requisitions
——Keeps records
——Receives books, magazines, filmstrips, maps, supplies, etc.
——Types order cards
——Notifies Board of receipt of materials
——Files publishers' catalogs
——Handles necessary correspondence
——Cuts stencils

The Librarian (Material Specialist)

——Evaluates materials
——Classifies and catalogs all materials of learning except books (Books are centrally processed.)
——Trains and directs student assistants

——Trains and directs audio-visual assistants (two assistants for each intermediate classroom) to operate, check-out, and return all equipment and materials except 16 mm.
——Orders films from film library
——Threads all 16 mm. films
——Organizes in-service days for teachers in learning use of materials and equipment
——Works with groups of teachers in choosing materials
——Plans budget with principal
——Reads and studies books and materials added
——Visits classrooms to give instruction, book talks, or help with operation of equipment
——Plans special events for community interaction, such as book fairs
——Trains and directs parents
——Serves as liaison between Parent-Teacher Association, the principal, and the material center

We can point to several advantages of the present system over the traditional system:

1. Librarian better serves the needs of the school.
2. Better use is made of materials and equipment.
3. Children have better access to the entire collection, and circulation of materials is much increased.
4. Teachers save time because some send groups and do not take time to bring an entire classroom at one time.
5. Materials and equipment can always be located when needed.
6. Children come more nearly reading and using materials they check out.
7. Teachers and pupils may attend concerts, plays, or take field trips without having to lose library time or exchange times with someone alse since they may come to the center at any time convenient to them.
8. Equipment remains in better condition than formerly and requires less maintenance.

New Program — Old Building at Greenup

Lutie Nickel

The Greenup Elementary School faculty, determined to transcend the limitations of an old, traditional building, has introduced a multi-faceted new program which is perhaps best described as child-centered.

One important aspect of the program is non-gradedness, begun in the fall of 1961-1962 school term in the first three grades. The results were so rewarding that the entire six grades were non-graded the following year. The program is based on reading and other communication skills—writing, speaking, and listening.

First, the child's reading level is determined. Then he works at his level under the teacher's guidance. She watches for signs of improvement in his reading rate, comprehension, and basic skills.

A reading improvement course adapted to the special needs of the pupils is being used. It is financed by Title I ESEA funds and is known as remedial reading. Classes are conducted with a special teacher in a quiet learning atmosphere with small groups of pupils surrounded by suitable materials and housed in make-shift quarters. The teacher's objective is to guide the pupils toward higher reading levels without the stigma of failure or of having to do something that their peers do not have

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Ed. Note: We depart from our usual practice in this article to present the view of a retired teacher, who was in her career, and remains in her retirement, progressive and open-minded. The program she describes shows how one mountain district was not content to wait until tomorrow for a new, modern building to house the program their children needed today.

to do. In other words, it is accepted learning activity by the pupils. Students in the remedial program use the same type of materials the other reading classes use: SRA Labs, duplicated materials, film strips, and many sets of supplementary reading and literature books.

The principal spends much thought and time as curriculum advisor. Her objective is to select books that show continuity of progress from level to level and to eliminate repetition. Books are selected for a child centered program on the assumption that teachers need the books and children need the teachers.

Teachers have an opportunity to choose the books individually and then make their final selection collectively in each area of studies.

In the math program computer-assisted instruction supplements classroom instruction and assists the teacher. The computer begins each lesson by typing out the child's last name after he has typed his number and first name. The lesson is concluded with "Goodby John . . . Please tear off on the dotted line." During a lesson, problems are typed out by the computer and the student responds by typing the solution in the blank provided by the machine. If more than ten seconds of response time passes, the machine types "Time is up, try again." The computer responds to all incorrect answers by typing, "No, try again." If the student again fails to answer the question correctly, the computer indicates the correct answer.

Computer assisted instruction permits each student to learn at a rate best suited to his individual achievement level; thus, lessons presented by the teletype vary for each child. Daily drill and practice lessons are determined by the students' previous performances. If the student responds correctly to 80 percent or more of the lesson, the computer moves to the next higher level of difficulty for the following lesson. If the student scores less than 60 percent, the machine retracts to the next lower level. Otherwise, the student remains on the same level for his next drill.

Each lesson is ended with a computation of information regarding the student's performance.

The computer prints the date, the number of problems, the percent correct, and the time spent on the exercise. This information and a copy of the drill are recorded for the student, who may want to review his lesson, and for the teacher, who can quickly determine particular recurring problems which may require special attention. A record of the performance of each child and the class as a whole is available to the teacher on a daily and a weekly basis.

The CAI program tends to free teachers from the tedious routine of classroom drill in arithmetic as well as from the burden of preparing,

checking and grading numerous drills and practice exercises. It enables the student to progress through the year according to his individual abilities.

When the need for an organized physical education program was identified as an acute one, the principal started making plans to organize such a program by gathering all professional materials available and studying them. She ordered physical education curriculum guides from different school systems and from the Curriculum Laboratory of the State Department (these can be kept one month and the only cost is the return postage). She patterned a program from the better ones and organized a fifteen-minute calisthenics program plus a fifteen or twenty minute organized game period.

She, herself, taught all the exercises and games at first with the use of physical education records from the library and with the help of some sixth year students acting as leaders in both the exercises and the games. After a period of two and one-half months of training, she turned the program over to the teachers. Trained sixth year students help.

Instrumental music has been introduced to give the child a chance to play an instrument of his choice, to provide a leisure time activity, and to attain a better appreciation of good music. Instruction is offered on piccolo, oboe, B flat clarinet, bass clarinet, alto saxophone, tenor saxophone, 1st cornet, trombone, basses and percussions.

The spring concert was a superior performance by the forty-two youngsters in instrumental music.

The purpose of the vocal music course is to introduced vocal technique and music appreciation, thus better preparing the child for club work and church choir activities. It gives the child an opportunity to improve his knowledge of music and is also a valuable group activity experience.

ITV provides for an enrichment of classroom activities made possible by federal funds under Title I ESEA. It is used as an instructional device to supplement regular courses and to introduce subjects which could not otherwise be taught. Courses taught at present are Spanish, language arts, music, science and social studies. ITV courses in school may help to motivate students to make television a device for learning as well as for entertainment.

Title I funds have made possible a library program and a qualified librarian. Her aim is to make the library an extension of each classroom by supplying the needs of the pupils and teachers in informational materials for their classroom work. At this time, she introduces pupils to the materials for their use in the library: card catalog, vertical files, records, filmstrips, tape recorder, listening center (ten earphones), magazines,

newspaper, reference books, books for information and recreation. She teaches the pupils how to find and use materials to become more self-sufficient.

The library is housed in one of the classrooms, remodeled, equipped and stocked with useful learning materials to initiate the first service of this kind in the history of the school. The room is attractive and inviting and its use is definitely increasing under the librarian's workable plan and schedule.

Many of the aspects of Greenup's program are not new, but together they point to the staff's commitment to strengthen instruction and to place the needs of Greenup children at the center of organized efforts.

Creative Drama, Music, and the Library = Enrichment

Creative Drama for Children

Dove Anna McNabb

Drama is a natural expression of childhood. What children do is more significant than what they see and hear. Our staff has encouraged students to play out ideas, experiences, and stories, with improvised action and dialogue. We give every child an opportunity to perform and to work in some phase of production. Some of the performances use the major holidays for a theme, emphasizing the significance of these days.

The first step we take in developing a play, festival, or pageant is to create an enthusiastic desire to perform by giving students a thorough background in the subject material. We establish this background by reading, research, storytelling, and pictures, with dramatization as the final step.

Teachers divide the children into the committees essential to any production. These are usually manuscript, music, costume, properties, stage set, tickets, program, publicity, and clean-up. Committees work separately and report to the total group. Subject matter specialists serve as consultants to the different committees. The librarian works with the teacher and children in establishing background, manuscript, and reference work for costumes. The art teacher helps with programs, sets, and lighting. The music and physical education teachers help with the songs and dances used in all of the programs.

The purpose of these programs is to provide a channel for the creative

Miss McNabb is principal of Andrew Jackson Elementary School, Paducah Schools, Paducah, Ky.

imagination of children, give them experience in working together in situations which motivate cooperation, encourage sensitivity to the thoughts and feelings of others, provide emotional release through playing all kinds of imaginary characters, and give them experience in thinking on their feet and expressing their ideas fearlessly and effectively.

Our students in the first and second year of school present a children's classic each year, the third year students do a program in observance of Thanksgiving, the fourth grades use the theme of the Christmas season, the fifth grades do a patriotic program, and the sixth grades review the current events of the past year.

In the past three years we have acquired a large costume wardrobe. Most of these costumes were made by mothers and students.

In addition to our stage productions we have a mobile puppet theater, designed and made by our vocational school. The students and mothers have made several puppets of storybook characters. These productions are used in assemblies and for individual room performances.

In addition to our grade level programs, special programs are given several times during the year. These are done entirely by students of all ages; they are responsible for all phases of the production. The staff helps by making suggestions during auditions.

We try to see that every child has a feeling of achievement each time he makes a sincere effort, and to help the student make his characterization real and keep the dialogue true to the character he is portraying. These dramatizations help bring alive dramatic episodes in literature and history as nothing else does.

We should tell children, "You have something of your own to say, something that no one has ever said in just your way of saying it."

Meaningful Music

Donna Nall

In our elementary music educational program each elementary class is visited once a week by the music teacher. During the visit, one of the primary purposes is to create an atmosphere where each child will enjoy music by becoming involved in it. The music teacher trys to help the children become aware of the principles of rhythm, melody, and harmony, and to guide them in understanding form, style, and expression. Each child is given the opportunity to sing, play instruments, listen, dance, and create his own music.

Miss Nall is music teacher at Jackson.

The classroom teacher is also involved in the music program. She helps to keep the interest high by giving the children an opportunity to sing between the visits of the music teacher. This gives the music teacher more time to discuss the principles mentioned above.

During the last three years the Kodaly method of teaching music to the first three grades has been used in the Paducah schools. This method presents music to the students in a very exciting way. The system is based on a sound rhythm foundation, which is taught with rhythm syllables and much physical movement. The pantatonic scale is taught through the use of tone syllables and a movable "do."

In addition to the music education taught in the elementary classes, the music department works very closely with other departments to try to make all experiences more meaningful for each student. If a social studies teacher needs a song to correlate with a unit, the music teacher tries to include this in the lesson. The music program and physical education program are very closely coordinated through physical movement to music, folk dancing, and rhythms. Children are also given the opportunity to create their own rhythms or movements to music.

Music plays an important part in the creative dramas or plays which each grade presents during the year. This gives each student an opportunity to participate and to perform for an audience. The heritage of our country is brought out through the patriotic program given by the fifth grade for Veteran's Day. This past year the different songs of the Armed Forces as well as songs from World War II and the Revolutionary War were learned.

Third year students present the Thanksgiving program in which songs of Thanksgiving are sung. The fourth grade provides the Christmas program with carols of all countries to show how other countries celebrate this season. Chanukah is also recognized by singing the Chanukah carols.

Each year the second year students present a classic. This year "Cinderella" will be presented. Last year "The Princess and the Rose Colored Glasses" was given and another time "The Pied Piper" was used. With each of these classics, songs and music are included to help each story come alive.

The first year students also give a program. Last year, "The Trial of Mother Goose" gave them the opportunity to learn many nursery rhyme songs. A rhythm band is always included in each first year program. In each of the programs of all of the grades, folk dances and rhythms are added to help provide a well-rounded experience for each child.

The highlight of the year is the sixth grade program concerning current events. The music program in the sixth grade involves the sixth grade chorus, open to all sixth grade students who wish to belong. During the

year the group will sing many different types of songs. Folk songs from many countries are sung for the U.N. Day program. For a Christmas program, Jackson's chorus often combines with another elementary chorus to give a program in both schools. Then in April the chorus is responsible for the PTA program where folk songs, classical and popular music will be performed.

Another part of the sixth grade music education program is the "All City Elementary Chorus." This is made up of sixth grade students chosen from all over the city of Paducah. Last year the group involved 165 students who gave a Sunday afternoon performance in April.

To help build interest and develop an appreciation for music, an opportunity is given to the students to hear other music groups, such as the Tilghman choir, the junior high groups, and the Tilghman orchestra and stage band. These groups present a program at some time during the year to the student body at Jackson.

We want our students to feel and know that MUSIC is a language used around the world. It is a language of sounds, the language of the immortals.

A Major Role for the Library

Allegro Jones

The library or materials center at Jackson School plays a major role in the curriculum of the school and in the life of each school child. As a service agency the library strives to help pupils, teachers, committees, classes, and special groups utilize all of the available materials. The materials are freely sent to any part of the school where they are needed.

The school library has a definite teaching responsibility. As children become aware of the numerous reference tools and become confident users of these tools, they may explore expanded realms of information and knowledge.

The library is no longer a storehouse for printed materials only. The materials center now includes films, filmstrips, records, tapes, pictures, puppets, globes, and models, in addition to books, newspapers, pamphlets, and magazines.

The library is a reading center—a place for enjoyment, exploration, and study. An attractive pleasant atmosphere is essential to facilitate comfort and study. Our library has small tables and benches painted red and yellow that children may use for study or reading. Primary reading chairs,

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Miss Jones is librarian at Jackson Elementary.

painted red, yellow, blue, and green, form a circle around the story rocking chair, which sits on a braided rug by a table and lamp. A Pennsylvania Dutch design decorates the window shades, which were painted by a parent. Orange cafe curtains, made by a vocational school, hang from brass rods.

A large puppet theater is housed in the library. The orange curtain on the theater matches the curtains at the windows. Corduroy cushions, made by mothers, enable the children to sit comfortably on the floor. Of great interest to the children is a display of memorabilia from the Laura Ingalls Wilder Museum in Mansfield, Ohio. Teachers of second year children begin reading the Wilder books aloud, because they are good stories and because they correlate so easily with the social studies program. A set of McGuffy Readers, along with a slate and pencil, completes another display. Throughout the year children bring their projects to display in the library.

Since each class prepares a play for an assembly program, the library has a large collection of books of plays. We also subscribe to the magazine *Plays*. Books on costuming, set decoration, and background material are extensively used by the children when they are preparing the plays.

Frequently, small groups of children give puppet shows for their class. They write their own scripts, practice their plays, and perform for their friends. Some of our puppets were bought commercially and others were made by a parent. The puppets are kept in an antiqued trunk just outside the library.

Flannel board stories and figures are available for teachers to use in their classrooms. The figures were made by the teachers and by the ladies of a church group. We also have some commercially made figures but the handmade ones are the children's favorites.

Each student comes regularly to the library. The primary unit children visit the library as a class once each week for instruction and book selection. Intermediate classes come two and three times a week for browsing, instruction, and individual research. Children may come individually any time during the day, including before and after school hours.

The skills program in the primary unit includes the care of books, organization of the library, how books are arranged on the shelves, physical make-up of books, introduction to the card catalog, and types of catalog cards.

In the intermediate grades the skills previously taught are reviewed and the major emphasis is now put on the use of reference materials. These materials may include atlases, dictionaries, encyclopedias, indexes, almanacs, yearbooks, *Readers' Guide*, subject indexes, magazines, and

newspapers. During the research periods the children gain practical experience in the use of these materials.

The enrichment program of the library includes the study of the different types of literature, such as poetry, biography, mythology, and folk tales. First and second year children are introduced to the Caldecott Award books, while the upper grade children become familiar with the Newberry Award books.

Teachers request library book collections that correlate with each unit in reading, science, and social studies. These collections are kept in the classroom until the unit is completed.

Library books written in *ita* are available for first year children. Professional books and magazines in every field are housed in the library for the staff of the school. We use two hall bulletin boards to advertise materials and various types of books that are available in the library.

If we can stimulate and guide children in the enjoyment of books, help them become skillful users of all library materials, encourage development of helpful interests, and work with teachers in the selection and use of all types of library materials, then we feel that the library program at Jackson School will have been successful.

Flexibility Allows Full Use of Scott Library

Thelma Estes

"Is it really agin the law to copy somethin' out of a book?"

"She's pullin' our legs! You wouldn't wear a bathing suit in Greenland."

"I want to do surgery on my project – uh, I mean research."

"How did Churchill Downs get its name?"

If you were the librarian at the Scott Elementary School (grades 2 through 5) in Fort Knox, these are the kinds of questions and comments that would be asked of you every day, for here the 300 children who make up the enrollment are vitally interested in the answers to individual questions. Here also is the librarian who guides them in search of the answers. Librarian Mrs. Edna Tucker, the power behind the program, guides her young proteges to seek information independently. Very little "spoon feeding" is done here.

Let's take a look at a normal situation in this library—a large, cheerful room decorated with framed prints, plants, and ceramic figures. Two attractive bulletin boards portray the advantages of reading, and tables and study carrels are advantageously located for uninterrupted study. A row of counter-high shelving, slightly off center, divides the room into two interest areas. Behind the shelving and away from the constantly moving traffic is the story area where we see Mrs. Tucker entertaining a group of second graders with flannel board cut-outs of Colonel Kachoo and his famous blue gnu. In the adjoining area, students from all grades

Mrs. Estes is director of library services for Fort Knox Dependent Schools, Fort Knox, Ky.

are quietly using the resources of the library to find materials for their research projects. In the conference area at the rear, separated from the rest of the room by several pieces of lounge furniture and a table, a committee is meeting to decide how to approach their class project.

In an adjoining room are various pieces of audiovisual equipment, all in use. A student with earphones listens to a tape on the tape recorder; another is busily taking notes from a filmstrip in a previewer; another listens to a recording and quietly taps out the rhythm with her finger tips. With the use of a filmstrip and projector the math league is studying a concept. Another student is finding her place in the programmed reading material.

What is happening to that story that is being told in the midst of all this activity? Nothing distracts the children, who listen tense with suspense, offer personal opinions concerning the outcome, and remain oblivious to all other activity around them. This is an important part of the curriculum of the second and third grades. It is the only scheduled program of the library: there is a definite time each week for the story hour. However, the teacher feels free to request another time if she finds it necessary. Stories are used to motivate or introduce a class project, to spur independent research, or simply to share a good book.

The library program is basically flexible. A curriculum which encourages independent study and research finds the librarian a willing ally. Through cooperative planning by the librarian and the teacher, the student is encouraged to pursue his personal interests. This accounts for the steady procession of library users at all times during the day. Research projects may evolve from classroom work, or they may derive from some interest the child develops on his own at home, from the scout program, or from any of the multiple facets of life faced by the school child of today.

Information cards are used by the librarian to assist researchers. The student fills out information as to subject, grade level, depth of interest, and time expectations. This information guides the librarian in her effort to supply materials or to direct the user to discover resources he may use. All types of media are used by the student. After using audiovisuals, books, and vertical file materials of the building library, he may find he still needs additional resources. In that event, Mrs. Tucker requests from the Central Media Center additional information in the form of artifacts, films, or kits. A filmstrip or recording may be obtained on inter-library loan. All resources of the school system are available to each individual as the need arises.

Interest in the Double Q Book Club at Scott is so great that separate meetings must be held for the fourth and fifth grades. This is a fun time

for the members and the fact that they accomplish a great amount of quality reading (the QQ stands for quality and quantity) is incidental. Members are enthusiastic as they plan to challenge the knowledge of others. Planned activities encourage more reading for familiarity with fictional characters, facts gleaned from bibliographies, and exploration of literary values. (A recent book fair netted the library a tidy sum of money for paper backs that are popular with the children and are not provided from the regular library fund.) Great pride is evidenced at reaching various levels of reading in quantity. Certificates are awarded for having read 25, 50, or 75 books, and pins for 100 and 200. With a migrant population, however, it is unusual for a student to remain at one school long enough to receive the "200" pin.

Students may check out materials to take home whenever it is convenient for them and the teacher. The teacher confers with the librarian when special reading guidance is needed. Reading habits of the students reflect the efficient and understanding guidance they receive. It is rare to find any child who consistently reads one type of literature. The range is as wide as the Dewey System and as deep as the ability of the user permits. The program speaks for itself, since the library ranked "Number 1" on a student popularity poll of special activities, even nosing out physical education.

On observing the library in action, all the old cliches come to mind: "The library should be the heart of the school;" 'Freedom to learn is basic in any good library program;" "All materials of the library should be available to all its patrons," and so on and on.

One can only sum up by saying, as one visitor did, "This is the way it ought to be."

Changes Throughout Adair System

The Staff

Mrs. Mary E. Campbell, teacher, has summarized change in the Adair County Schools in a concise statement:

> The Adair County school system now has in effect many new ideas in various programs. These include a well-balanced physical education schedule taught by special PE teachers rather than by classroom teachers, remedial reading as enrichment for those students with special problems, a trend toward departmental grouping rather than self-contained classrooms at the primary level, a nongraded situation in one school, and the Teacher Corps group to broaden educational opportunities for deprived students. All of these lead to progress and new concepts in education.
>
> Our system is willing to investigate new approaches, to evaluate existing methods, and seek for the best avenue to provide the best possible program for the needs of our boys and girls.

Adair County's progress as a system can also be told by a series of vignettes submitted by other staff members. Each describes how individual schools in the county, under the leadership of the administration, are attempting to meet needs via carefully planned change.

John Adair Elementary, as described by Claudette Holladay, teacher, "has been constructed with four classrooms in an open complex so that team teaching can be utilized. Fifth grade teachers are working as a team

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Materials herein were contributed by various staff members at the invitation of Mr. Wallace Coomer, superintendent, and Mrs. Mary Ann Dunbar, supervisor.

to provide reading instruction that they think will better meet the needs and abilities of the students. The students have been grouped according to reading achievement as determined by standardized tests and teacher evaluation. The four groups, subdivided when needed, are unequal in size, because students with reading disabilities are in need of more instruction in word analysis, thus requiring direct supervision by the teacher, whereby students who are reading above grade level can perform satisfactorily in larger groups. At the end of the school year, student achievement will be evaluated to ascertain the effectiveness of the reading instruction program."

Mrs. Holladay goes on to point out that "remedial reading has been a part of the instructional program in Adair County Elementary Schools for four years. Students who have a reading disability are given special help in small groups where a variety of materials and methods can be used to meet individual needs. The remedial reading teacher and the classroom teacher work together in trying to help each child reach his full reading capacity."

Teacher Corps personnel at John Adair Elementary come from five states and bring a variety of backgrounds and experiences. "The members tutor students individually and in small groups and work with large groups under the direction of classroom teachers. The members have been 4-H leaders, sponsored a school newspaper, coached Saturday basketball teams, and given after school guitar lessons. The Teacher Corps members attend classes at Western Kentucky University and will complete requirements for Master's Degrees in the summer 1970."

Ruby Keltner tells of the seventh and eighth grade language arts block at John Adair Elementary. During this time one hour is devoted to language and spelling and one to literature and creative writing. Science classes are held in the same complex.

Zona Royse gives some highlights of the program at Colonel Casey Elementary.

> In first grade we have two teams with two teachers in each team. Two teachers spend all of their time teaching reading. The other two spend all of their time teaching writing and math and later will pick up science, social studies, and health. Each teacher takes care of art in her room with aid of the Art Supervisor.
>
> I believe this system is much better than a self-contained classroom, because teachers can concentrate on fewer areas. Also, the child has the advantage of being exposed to more than one personality.
>
> Our second grade works much the same as the first with the

exception of a "Roving Teacher," who gives the regular teachers an extra free period.

The third and fourth grades are in departments, with each teacher teaching one subject to each group.

Another addition to our program is "Classroom Guidance" taught by the guidance counselor every two weeks (30 to 40 min.).

Frances Durham describes other aspects of the Colonel Casey program. "Since we feel that the first grade child needs a feeling of security," she says, "we, the teachers move to the rooms. This way each child has his own desk and his own classroom.

"We have arranged our schedules to give each teacher some time with her own children in the morning and an evaluation period with them at the close of the day."

Miss Durham goes on to tell some of the advantages she sees. "The personality of one teacher may be able to bring out a child the other teacher cannot reach. We feel with each teacher teaching her 'favorite subject,' no one subject will be overstressed while another is neglected.

"Last year we divided the children into ability groups but found a few disadvantages to this method. Many children fitted well into one group in reading, but not in the same group in math. This was remedied this year by leaving the children in classroom groups. This permits a child to work in different groups in each subject and even to work in two groups at once if he has been absent and needs extra work."

At Sparkville Grade Center, a nongraded program has been established, one through eight. Cora Jane Keen and Louise Gowen see as a major advantage that teachers can work in their areas of greatest interest, and thereby give children "the *best* of service."

Mrs. Ora Lee Jones points out that each school in Adair now has a well-equipped library, and that much additional material is provided by a Central Material Center. She, along with other teachers, is grateful for the curriculum enrichment offered via the Kentucky Television Network.

One of Adair County's innovative programs, according to Nell Biggs, is the elementary physical education program.

This program was started three years ago with the hiring of physical education instructors for all the elementary schools in the county. All children in grades one through eight have formal physical education training.

Some of the advantages of the program are——

——It replaces the one sided programs that were directed by the classroom teachers. It also gives the elementary teachers a daily planning period.

> ——It gives the children a well-rounded program which includes fitness activities, rhythms, relays, simple games, athletic skills, tumbling, self-testing activities, and carry over activities.
>
> Each school has a multipurpose room with adequate equipment to carry out a good program. Our high school instructors already see a big change in their students in physical education and our fitness tests show a steady improvement from year to year.

Lena Rooks, home instruction teacher for the county, worked last year with fifteen children with varying disabilities, among them mental retardation, emotional disturbance, crippled, rheumatoid arthritis, and asthma. Miss Rooks looks forward to the time when the number of home teachers will allow her to see each child one hour each day. Even with her heavy schedule, however, she is able to help students keep up who have "momentary misfortunes," and to provide all that the child knows of school for those severely affected by chronic and often terminal illnesses.

Not every change is occurring at the elementary level. At Adair County High, curriculum changes, such as a special vocational education project and Honors English, are supported by environmental changes. The latter are evidenced in a new relaxed openness between students and faculty. According to Minnie Rubarts: There are fewer signs of "things" teachers believe about themselves getting in the way of knowing and experiencing truly teaching. "The faculty and students appear to live more fully and undefensively in here-and-now relationships. As a result of this 'openness' signs indicate less resisting, unsatisfying and unyielding."

In addition, Mrs. Charlene Hancock notes the high school breakfast program, a library newsletter which keeps teachers and students mindful of happenings there, and a math program geared to challenging honor students and interesting those students who lack the ability to do original work.